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ABSTRACT

In the adult development and career change program of Metropolitan State University (Minneapolis-St. Paul), a student sets a career or personal enhancement goal and develops a plan detailing the competencies necessary to achieve that goal. The competencies and learning gained from prior experiences are then assessed and documented, while learning activities are designed to gain new competencies. Learning strategy options available to students include (1) group learning opportunities, (2) faculty-designed independent studies, (3) student-designed independent study, (4) internships, and (5) workshops. Metropolitan State University is unique in that it has no campus and only twenty-five permanent faculty members. It relies on community resources including the libraries of three dozen institutions and approximately 300 part-time community faculty members with special expertise. Students design and implement their own education with the guidance of a faculty advisor assigned by the institution. For this reason, the program is especially attractive to fulltime workers seeking career change. (Included in this case history are examples of students who have graduated from the program.) (LRA)

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Appendix 05

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METROPOLITAN STATE UNIVERSITY

AN INSTITUTION FOR ADULT DEVELOPMENT AND CAREER CHANGE

by L. Allen Parker

June 1978

This case presents a history and in-depth description of Metropolitan State University in Minneapolis-St. Paul. Rather than select a traditional major, a Metro U student sets a career or personal enhancement goal and develops a plan detailing the competences necessary to achieve that goal. Those competences and learning gained from prior experiences are then assessed and documented, while "learning activities" are designed to gain new competences. Metro U has no campus and only about 25 "permanent faculty" members. It relies on community resources including the libraries of three dozen institutions and approximately 300 part-time "community faculty" members with specialized expertise. Since Metro U gives students the authority and responsibility to design and implement their own education, it has attracted mainly adults employed full-time and is especially well-suited for people preparing to change careers. Due to its non-traditional policies and procedures, Metro U had to overcome many obstacles during its establishment. However, the University rapidly became so effective that the North Central Association of Colleges and Secondary Schools granted it full accreditation after only 3½ years.

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Career Change Project
TECHNICAL EDUCATION RESEARCH CENTERS
44 Brattle Street
Cambridge, Massachusetts 02138

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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1.0 INTRODUCTION

Compared to most postsecondary educational institutions, Metropolitan State University in Minnesota is unusually well-adapted to the needs of adults seeking a vehicle for personal growth and career development or career change. Metro U was founded in 1971 "to extend alternative opportunities for higher education at the junior and senior level to citizens throughout the Minneapolis-St. Paul metropolitan area whose needs for such education...have not been met by other institutions of post-secondary education" (Self-Study Report, 1975: 3). In order to achieve this broad objective, Metro U's founders rapidly developed non-traditional policies and procedures for serving adults. After some adjustments, these policies and procedures proved so effective that the North Central Association of Colleges and Secondary Schools "granted Metro U full accreditation in 3½ years, less time than it has ever before taken a new university to be fully accredited" (Catalogue, 1977: 3).

Unlike most educational institutions, which require students to select majors from established programs, Metro U gives students the authority to set their own educational objectives consistent with their career and life goals. The students then define the competences necessary to achieve these objectives and present documentation to Metro U to demonstrate that they have gained the competences. In addition to documenting competences gained from prior experiences, students design or select learning activities to develop new competences. Learning activities can take place in group settings similar to traditional college courses, or on an individual basis as student-designed or faculty-designed independent studies. Internships also are an often-used form of learning activity at Metro U, as are courses offered by other postsecondary institutions and training programs offered by industrial and government organizations. Before embarking on a learning activity, a student negotiates an agreement with a faculty member or evaluator regarding the means to test the

student's achievement of the new competence.

By offering these rights and responsibilities to its students, Metro U has attracted a student body of approximately 2300 people, mainly adults. The median age of the students fluctuates around 35 years old; only 4% of the students are under 22. Over 80% of the students are employed, most of them full-time and the majority in professional, technical or managerial positions.

The students seek Metro U degrees for one or more of several reasons. Most likely, their career development goals require that they complete the college educations they had earlier suspended due to financial difficulties or family and work responsibilities. Another large group of students are housewives preparing to enter or re-enter the workforce. A third group consists of individuals wishing to enhance their personal development, while yet another group are people who have been successful in their careers and now wish to document that they have experiences and capabilities equivalent to those of a college graduate. Finally, 10% to 15% of the students are employed adults other than housewives who entered Metro U specifically to prepare for major career changes.

Since Metro U students are given more responsibility for their education than students in most universities, faculty members do a good deal more than in traditional college teaching. In addition to instructing course-like "Group Learning Opportunities," Metro U faculty members generally spend a majority of their time in one or more of the following functions: 1) assisting students to design or improve their "Degree Plans" and learning activities to achieve their educational goals, 2) linking students with educational resources in the community, and 3) applying procedures negotiated with the students to assess if the students have gained the competences they wish to document. To give students the freedom to implement any kind of degree plan, Metro U relies mainly on "community faculty"--some 300 people who work in a diversity of jobs

throughout the metropolis and assist Metro U students as an avocation or second job. If a student wants to learn a competence which none of the community faculty members or Metro U's two dozen "permanent faculty" can offer, the student or the faculty recruit a new community faculty member who is an expert in the field of the competence.

Early in its history, Metro U experimented a great deal in order to develop a student-centered, individualized and competence-based approach that would be cost-effective and graduate students whom employers and graduate schools would accept. Neither the founding administrators and faculty nor the first students had been prepared by their previous experiences to design and implement student-centered policies and programs. Initially, students seemed to take forever to designate goals and design their plans, while the faculty and administration were unable to process all of the applications and documentation presented by potential and actual students. However, a major breakthrough was achieved with the creation of the "Individualized Educational Planning Course" (IPEC)--the only required learning activity at Metro U. This course uses a traditional structured approach to "assist" (force) students: "(a) to understand University policies, including assessment policies and practices; (b) to learn the principles of self-directed, independent study; (c) to identify their current competences and their learning needs; and (d) to design their upper-division Degree Plans" (Catalogue, 1977:7). These draft Degree Plans each contain 12 to 24 competences depending on the number of credits the student has transferred into Metro U. It is suggested that at least half of the competences come from planned learning activities, while the remainder can be obtained by the documentation of learning gained during prior experiences. After completion of IEPC and approval of the draft Plan, a student becomes a Degree Candidate with the authority to add, delete and amend competences.

Metro U's students have responded to this amendment freedcm as responsible adults. Amendments to Degree Plans usually improve the plans from the perspectives of both faculty and students. Furthermore, Metro U students are as likely to document extra competences before graduation as to decide to graduate a competence or two short of the number originally envisioned.

As measured by follow-up surveys and alumni responses to fund-raising appeals, most of the students at Metro U have found their non-traditional learning experience satisfying. In particular, people preparing to make career changes have been pleased with their Metro U experiences and have not asked that Metro U create special programs for career changers. This case consequently describes all major aspects of Metro U, and should be of interest to anyone concerned about institutions which assist the development of adults--whether the development be in preparation for making major career changes or fcr any other goal in human growth. However, in crder to facilitate comparisons with other organizations assisting adults to make career changes, the format of this case is similar to the outlines used in the other program descriptions compiled by the Career Change Project. (Since the case uses Metro U's jargon, a glossary is included in Appendix A.)

The information for this case was compiled from a number of documents (the most important of which are listed in Section 16.0) and from interviews with 21 people who have been or are associated with Metro U. The interviewees included ten current administrators, two former administrators, one former administrator who now is a faculty member, one former faculty member, two staff members, four graduates and one student. I greatly appreciate their assistance during my visit to Metro U and their subsequent editorial feedback in response to an initial draft of this case.

L. Allen Parker

2.0 HISTORY

In the late 1960's, the Minneapolis-St. Paul area had a half dozen public community colleges and several private colleges or universities, but only one public four-year institution--the University of Minnesota. Soon after Dr. G. Theodore Mitau became Chancellor of the State College Board in February 1968, he announced that one of his priorities would be the creation of a seventh State College to be located in the Twin Cities. In order to gain support for this new institution from the community colleges, Mitau proposed an upper division college, offering the junior and senior years and the Master of Arts degree. Mitau also requested funds from the State Legislature to buy land for an urban campus. The idea of creating a State College in the Twin Cities--rather than expanding the University of Minnesota which already had 43,000 students--was found to be popular with a large majority of the area's citizens polled by the Minneapolis Star in December, 1968. However, state education officials and legislators were divided concerning where in Minnesota to expand public higher education.

The 1969 session of the Minnesota Legislature turned Mitau's request over to the Minnesota Higher Education Coordinating Commission to be included in an overall assessment of Minnesota's needs for additional programs in higher education. In the winter of 1969-70, the University of Minnesota independently came out with a two-part report which argued for an expansion of the University and against the creation of an upper-division State College in the Twin Cities. A great deal of political maneuvering ensued during which Chancellor Mitau continued to vigorously advocate the establishment of the college. In advicating the new college, Mitau was assisted by Dr. David E. Sweet, the State System's Vice Chancellor for Academic Affairs. Since Mitau had been a nationally known political scientist who helped Hubert Humphrey found the

Democratic-Farmer-Labor coalition in Minnesota, he had many political contacts and was able to recruit a number of supporters for the proposed State College.

It soon became apparent, however, that the Legislature would not appropriate substantial funds to build a new campus even if it did approve the creation of a new State College. The lack of interest in a new campus resulted from the Legislature's experience with the sixth State College campus which had been completed at great expense in 1967. Consequently, Mitau and Sweet proposed that the new State College rely on buildings and other resources donated by or rented from the community. They also decided that the College would have a practical emphasis and would be staffed mainly by adjunct faculty from the community rather than by full-time academics. Moreover, the College would serve adults who had completed some postsecondary education, but had not finished a baccalaureate degree because the traditional higher education options in the Twin Cities did not appeal to them. Many of these adults would be graduates of community colleges and vocational-technical institutes.

The emphasis of Mitau and Sweet on a non-traditional college with adjunct faculty and a community campus resulted in part from the preferences of the "Citizens League" of the Twin Cities. This League was a prominent organization in the metropolitan area which had taken the lead in studying and making recommendations for several major improvements in the metropolitan area each year. Its studies often had substantial impact on government agencies and the State Legislature. In early 1971, the Citizens League issued a report entitled "An Urban College, New Kinds of 'Students,' On a New Kind of 'Campus'" which advocated the creation of a non-traditional State College in the Twin Cities.

Many legislators liked the Citizens League report and wanted to approve the College for Mitau. However, the Minnesota House and Senate had already approved somewhat different versions of a State College System appropriations

bill neither of which included funds for a new college. Since the two versions of the bill had not yet been considered by a conference committee of the two houses, it was legal for the committee to include a rider when it merged the two versions. This rider authorized $300,000 during the 1971-73 biennium for the State College Board to plan and operate a "state college center" in the seven county metropolitan area. Although the resulting bill passed the Senate without difficulty, it almost failed in the House because of resistance from young representatives who did not object to the state college center per se, but disliked the way the "old boys" in the conference committee had added the rider. In addition the Governor threatened to veto the bill because of lack of state income to cover all of the appropriations. However, the Governor passed the bill after Hubert Humphrey, Walter Mondale and several other political leaders contacted him at the instigation of Mitau.

The rider drafted by the conference committee was purposely vague because of the controversy surrounding the funding of a new higher education institution in the Twin Cities area. After the Governor approved the bill, Mitau and Sweet asked leading members of the Legislature how to interpret the vague language of the rider. They particularly wanted to know in what ways a "state college center" differed from a state college. According to the legislators, Mitau and Sweet could treat the proposed institution as a State College and could assign a "president" to head it. On June 28, 1971, Mitau recommended to the State College Board that Sweet be appointed the founding President of "Minnesota Metropolitan State College" or MMSC. (Later MMSC became Metropolitan State University of metro U.) The Board made the appointment at the same meeting.

A condensed version of the history of Metro U is given in the Self-Study Report (1975) submitted by the University to the North Central Association of Colleges and Secondary Schools. This history continues as follows (pages 10-12):

If MMSC were to base its preparations for the 1973-75 biennial budget request on operating experience and not merely on "plans," the college had to open in the winter of 1972. Thus, President Sweet determined that no later than February 1, 1972, the college must be opened to the students. This would give the college approximately three to four months of operating experience before it had to begin to put together its proposals for the 1973-75 biennium.

Given the size of the appropriation by the State Legislature to the State College Board for planning and operating the college [and the] decision that the college would be opened to students on February 1, 1972, the State College Board, Chancellor Mitau and President Sweet all recognized that during the summer and fall of 1971, the President and the nuclear staff had to devote considerable time to securing grants from federal agencies and private foundations. [The resulting] Prospectus...was dated August 1, 1971. It was distributed by the college to the U.S. Office of Education and several foundations. Ultimately, the Office of Education made grants from among its various program funds. The first response from a private foundation came from the Hill Family Foundation in the form of a grant of over $40,000 to support the development of communications programs at the college. Later in the fall of 1971, Alden Dunham of the Carnegie Corporation--acting at least in part in response to encouragement from Frank Newmann of the Newmann Task Force--called President Sweet and indicated an interest in discussing MMSC further. A conversation in Mr. Dunham's office in October 1971 resulted in the college preparing Prospectus II, which was officially issued on November 1, 1971. Subsequently, the Carnegie Corporation made an unrestricted grant of $213,500 to the college to support the development, planning and operation of the institution during its first two years. Later, the Bush Foundation also made a grant of over $40,000. Without question, these grants from foundations and government agencies provided both the funds and the incentive which carried the college through its first two years.

While Prospectus I and Prospectus II were originally conceived as documents to accompany grant applications, they turned out to be seminal documents in the history of the college. In particular, Prospectus II provided the basis for the opening of the college and its initial operation. It would not be incorrect to say that Prospectus II continues to be a major guide in the evolution of MMSC....

During the fall of 1971 and the winter of 1972, the college also underwent external review. It was first reviewed by the Educational Policies Committee of the State College Board and the Curriculum Advisory Committee of the Minnesota Higher Education Coordinating Commission. At meetings in late October and early November, these two agencies officially endorsed the plans for the opening of the college on February 1, 1972. They based their actions largely on Prospectus II.

Meanwhile, the college had also made inquiries of the staff of the North Central Association of Colleges and Secondary Schools about admission of the college to membership in the Association. The staff encouraged the college to seek status as what had come to be called Candidate for Accreditation. To that end, the college developed the appropriate materials, the principal document again being

> Prospectus II. These were submitted to the Association, which designated two consultant-examiners to visit the college in January 1972, just prior to its opening on February 1.... The report of the team of consultant-examiners was considered by the Association at its March 1972 meeting, and the college was granted candidate status....
>
> During December 1971, Vice President Douglas Moore recruited the Charter Faculty members with which the college would open on February 1, 1972. Five full-time faculty advisors, as they were then called, joined the existing staff on January 3, 1972. (Two faculty members had been loaned to the college by sister institutions in the State College System earlier in 1971.) At this time Moore also recruited an Academic Dean to concentrate on learning resources. The chartered faculty and staff were formerly installed at a ceremony on January 31, 1972. This marked the official opening of the college; the first 47 students were formally admitted on February 1.

Although this "prehistory" and other documents telling Metro U's story seldom mention President Sweet, he in fact was the primary force behind the development of the university. (This fact was noted by the North Central Association's site evaluation team (Davis et al., 1975:32) and confirmed during the interviews for this case study.) Sweet was a prolific document writer and charismatic speaker, who conceptualized the basic philosophical tenets of the university during the late 1960s. He later conceived its initial configuration of non-traditional policies and procedures, and then used participative decision-making with his faculty, staff and students to modify the structure of Metro U in the course of its implementation. Among many other talents, Sweet was a prolific writer and good typist--skills which proved important during the rapid development of documentation needed for the State College Board, the State Legislature, and various foundations and federal agencies. Sweet frequently maintained a low profile and gave others credit for progress made. Moreover, he made the staff, faculty and students feel so secure that they would argue with him and veto his ideas. As a result, many people within Metro U and certain state education and community leaders became highly committed to Metro U's five basic educational tenets (discussed in Section 3.0) and to their implementation.

Consistent with Sweet's educational and managerial philosophy, the "Pilot Model" for education at Metro U treated learning as a cooperative venture in which students and faculty were equals. After an initial large-group orientation, students sought assistance from their faculty advisors on a one-to-one basis in setting educational objectives, determining what competences the students already had learned to achieve the objectives, and designing learning activities to gain new competences. Some overall guidance in setting objectives was provided by the Prospectus II division of competences into five major areas: (1) communications and basic learning, (2) the responsibilities of being a member of a self-governing community, (3) work, (4) recreation, and (5) personal development and social awareness. Sweet and the faculty initially attempted to sub-divide each of these five areas, but eventually discontinued the effort. Regardless of area, each competence was in turn to have three elements: knowledge, skills, and attitude. These three were based on the cognitive/psychomotor/affective typology used by Benjamin S. Bloom et al. in the Taxonomy of Educational Objectives. Under the Pilot Model, the faculty placed greater stress on assessment of competences already gained during a student's life than on designing learning activities to achieve new competences. The students who entered under this Model typically took six to eight months to develop a Degree Plan. (At the time, "Degree Contract" was the title used; since then, the Metro U faculty has used the terms Educational Plan, Educational Pact, and Degree Pact, as well as the current term, Degree Plan.) A student could begin implementing a Degree Plan without anyone's approval, for it was assumed that the student--being an adult--would take responsibility for developing an acceptable plan. After documenting all of the competences in a Degree Plan, the student submitted the documentation to a "Final Evaluation Committee" which composed a transcript and approved the student's BA degree. This Pilot Model was followed by the 150 students who

entered Metro U during February through April, 1972.

From May 1972 through August 1973, the somewhat more structured "Moore Model" was followed by the next 725 students who entered Metro U. Named after its initiator, Vice President Moore, this approach shifted the emphasis from self-assessment of competences already gained to development of a Degree Plan according to relevant policies and procedures which were being developed by the faculty and staff. Initially, these policies and procedures were given to students as a loose portfolio of papers, but were then combined into a student handbook called the Irregular Guide. This handbook . . .

> presented a description of how to document competences gained prior to enrollment at Metro U; defined the content and form of the Educational Pact and Pact reviewing criteria; described learning resources and procedures for implementing degree programs; and provided appendices containing all forms required for contracting with community faculty and obtaining financial aid. Students who completed their Educational Pacts now had the essential tools for drawing up individual contracts with community faculty members, based upon the goals, strategies and assessment methods described in their Pacts. The terms of these study unit contracts were clearly set forth in executive actions. (Self-Study, 1975: 33)

Using the Irregular Guide, students were able to reduce the amount of time it took for them to develop Degree Plans from 6-8 months to 4-6 months.

By February 1973, twelve of Metro U's pilot students had not only completed Degree Plans and documented competences gained from previous experiences, but also carried out the learning activities necessary to achieve all of their new competences for graduation. These graduates were awarded their degrees at a February 1 commencement, which was well publicized locally and nationally. The commencement also "provided tangible evidence to the executive and legislative branches of state government that the new institution was fulfilling the mandate given it to plan and operate during the 1971-73 biennium" (Self-Study, 1975: 13). As a result, the spring 1973 session of the Legislature gave Metro U an appropriation of $1,750,000 for the 1973-75 biennium, nearly six times the 1971-73 appropriation to the university.

Despite the success of the Pilot and Moore Models with some of Metro U's initial students, it was obvious by spring 1973 that many students still needed a more efficient way to develop Degree Plans. The "Gamma Model" was then developed, and was used during September-December 1973.

> This model, for the first time, shifted the pact development phase from the domain of the individual faculty advisor to a faculty team and endeavored to have students complete both a competence analysis and a draft of the Educational Pact by the end of a four-week orientation period. The team developed an "orientation contract" which set forth specific objectives to achieve during the month which, when completed, would result in a competence analysis and a listing of goals to be achieved at the college. The contract stated that students completing orientation would understand the conceptual base of self-directed learning (the tenets); be able to apply these educational principles to the development of an individualized degree program; know how to do modified goal analysis, thereby translating vague general goals into specific statements of skills and knowledge which could be measured and evaluated; know how to engage in consultative activities and use such knowledge in educational planning; and would know a variety of urban educational resources for program implementation. By setting a general goal of "understanding individualized learning" and developing a contract with students to meet that goal, this model made explicit what students must know and be able to do in order to become self-directed learners, consciously directing their educational process. (Self-Study, 1975: 33-34)

Although the Gamma Model made explicit the need for students to learn how to learn in an individualized educational process, it did not substantially reduce the amount of time it took students to develop Degree Plans. Rumors consequently continued to spread in the metropolitan area that Metro U was a place where students were frustrated. Moreover, the university was beginning to develop a bad reputation for the slow pace at which it processed applications for admission.

Metro U initially made applicants choose one of two routes to admission. If an applicant already had over 90 quarter hours of credit from other post-secondary institutions, he or she would be interviewed and admitted to develop a Degree Plan. If the applicant had fewer than 90 credit hours, he or she was required to make up the difference by a process of documenting competences and learning gained from work and life experiences. Whether these competences and the applicant's credit hours were equivalent to the first two years of a college

education was assessed by the Metro U staff and faculty on a one-to-one basis with the applicants. This process took a good deal of staff and faculty time. Furthermore, many applicants put much effort into documenting competences, but then failed to gain admission because they lacked a sufficient number of documentable competences. This problem was especially acute for people who had no previous college courses to translate into competences. By the summer of 1973, a backlog had accumulated of nearly 300 people awaiting evaluation for admission.

Problems with the Final Evaluation Committees also were becoming increasingly evident in 1973 as the first students submitted "completed" plans and asked to graduate. Since Metro U had developed no universally applied procedures for assessing the adequacy of the documentation of competences in plans, the Final Evaluation Committees frequently had to assess the documentation on short notice. Committees often lacked expertise regarding some competences and would need to consult other faculty members or community experts in a process which often required several meetings. To make matters worse, the committees were expected to finalize transcripts which included all of the competence statements and narratives describing how the competences were learned and assessed. Draft transcripts were prepared by the Registrar's Office with assistance from the students and their advisors. Because the competence statements included not only the knowledge and skills gained, but also attitude changes, their composition and finalization proved difficult. As many as ten people sometimes became involved in editing the competences at the meetings of the Final Evaluation Committees. Much controversy often ensued and much time was taken.

In view of the difficulties encountered during Metro U's first two years, many faculty and staff members became increasingly convinced that a more structured approach was necessary to make education at the university both

effective and efficient. Specifically, ways were needed to assure speedy processing of applicants and development of acceptable Degree Plans, quicker assessment of their accomplishment, and more rapid composition of defensible transcripts. Some people even argued for the use of quantitative rather than narrative transcripts.

> In response to the growing concern, the Academic Affairs Committee called a special meeting on December 20, 1973, at which faculty, community faculty and executive officers presented position papers on [these issues]. The papers tried to answer these questions: On a scale which extends from "total freedom" to "180 credits," how far should the college move toward quantification, both for the student's sake and for preservation of some institutional "integrity"? Shouldn't an institution hold up a "standard"? Isn't "total freedom" a misnomer in a society which has certain expectations about students holding the Bachelor's degree? Many wanted to move toward a unit of measure which would provide the faculty with a basis upon which to make a reasonable judgment. Some argued that "quantification" was no basis for reasonable judgment. Others wanted to use the traditional "breadth and depth" criteria, so that students would focus their "upper division" competences in areas of concentration, thereby providing the faculty with some familiar criteria for assessment of the program. Most faculty thought that the work done at Metro U should be on an advanced level, but disagreed on criteria for "upper division" or "advanced."
>
> In the weeks following that meeting, the college executive officers [and interested faculty] hammered out College Regulation 10 over countless sessions--measuring each word. It represented a unique compromise: the college would not quantify the degree, but it would sponsor an "Individualized Educational Planning Course" which would require that a student list a specific number of competences for the draft Degree Plan, the number to depend upon the student's entering credits. Thus, the college, through this educational process, would have input to the student concerning the college's "reasonable judgment" about the "worthy" content of a Bachelor of Arts degree. The student would confront that judgment, work with it in the delineation of goals, strategies and assessment methods and, hopefully, pass the course. (Self-Study, 1975: 37-38)

As elaborated in Section 5.4, the Individualized Educational Planning Course (IEPC) was offered as a regular course, as a seminar with fewer sessions, or sometimes as an independent study. Regardless of format, however, all of the work for the course--including development of an acceptable draft Degree Plan

and passage of a final examination--was expected to be completed within six weeks. The final exam tested the student's knowledge of Metro U's policies and practices for assessing competences and for implementing the principles of self-directed, independent study. Students who passed the exam and had their draft Degree Plans approved were admitted to Metro U as "Degree Candidates" and assigned Faculty Advisors as elaborated in Section 4.0. Thus, Metro U decided to employ traditional schooling tactics to force students to learn a non-traditional approach to education.

In order to maintain the authority of Metro U's students, the faculty and administration agreed upon an unusual treatment of Degree Candidates. IEPC students were told that once they were accepted as candidates for the Bachelor of Arts degree, they would have full authority to modify their Degree Plans or submit entirely new ones. According to College Regulation 10, promulgated in Janaury 1974, a student "may amend a Degree Plan at any time by filing with the Vice President and Dean of Academic Affairs or his/her designee a written statement of the amendment." The right to unilaterally amend a Degree Plan even included the authority to reduce the number of competences a student submitted for graduation. Although the candidate's Faculty Advisor and the administration could delay in signing an amended Plan, while putting informal pressure on the student to maintain the standards of his or her draft Degree Plan, there was a widely held norm that the advisor and administration should follow a candidate's wishes eventually.

Beginning in February 1974, Metro U enrolled in IEPC any applicant with a high school diploma who wished to be a Metro U degree candidate. Applicants who had fewer than 90 college credits used the "equivalency admission" program after the completion of IEPC in order to document and submit the evidence necessary to support their claim to be junior level students. This program had been initiated when Metro U began admitting students in 1972. Metro U

also continued the equivalency admission program for the backlog of applicants from 1973. By early 1975, the backlog had been eliminated.

Several additional changes were made during the winter of 1973-74 to increase the effectiveness and efficiency of Metro U's procedures. After two years of unsuccessful attempts to measure and defend the affective or attitudinal aspect of competences, the faculty decided to discontinue the effort and require that competence statements contain only knowledge and skill aspects. The faculty and administration also instituted "Learning-Assessment Agreement" (LAA) forms which students requested when they were ready to document a Degree Plan competence or initiate a learning activity to gain the competence. For the LAA form, a student would negotiate a statement of a competence and the means for measuring it which were acceptable to the evaluator of the competence. If the learning activity involved a course rather than independent study, the course's instructor served as the evaluator and was involved in the negotiation of the initial statements on the LAA form. After the student had demonstrated the competence, he or she and the evaluator or instructor agreed upon any necessary editing of the competence statement and signed the LAA form. The form was then submitted to a Metro U Assessment Office for approval by a faculty or administration expert on competence-based education.

When it came time to compile a student's transcript, the student entered a "Transcript Workshop" where he or she condensed the LAA forms somewhat and composed a lead-in summary of the competences. The student's advisor approved the transcript, sometimes after considerable editing on the student's part. A faculty member or administrator assigned to the Assessment Office then approved the transcript as well. Thus, Metro U was able to eliminate Final Evaluation Committees with their cumbersome and time-consuming process of approving many competences at once and of editing draft transcripts.

Another change in Metro U's transcripting was made in response to pressures from some people in the State University System and the State Legislature who argued that the non-traditional aspects of the university made it unattractive to potential students and to graduate schools. Since Metro U's enrollment was not increasing as rapidly as Sweet had projected, he acquiesced to the pressure and agreed to raise the number of competences suggested for the junior and senior years from 11 in 1972-73 to 18 in 1974 and to 24 in July of 1975. Thus, after July 1975, a full-time equivalent student at Metro U undertook the mastery of 12 competences in a year. This made the amount of learning activity required to gain one competence approximately equal to the amount of effort involved in taking a traditional course in a college operating on the quarter system. Consequently, graduate schools found that the Metro U competences and transcripts could be translated into traditional terms as indicated in Section 13.3.

Acceptance by graduate schools also was enhanced when Metro U achieved full accreditation. President Sweet had created a Task Force on Accreditation in March 1974, and had sought permission from the North Central Association to begin the self-study which is part of its accreditation process. The North Central Association had sent a site evaluation team to Metro U in October 1974 for the first of two visits. In February 1975, the North Central Association's evaluation team again visited the university and later drafted a report (Davis et al., 1975) which generally praised Metro U's accomplishments. The evaluation team was particularly impressed by the self-criticisms contained in Metro U's Self-Study Report and by the many other evaluation projects the staff and faculty had undertaken during the university's development, as reported in Section 14.0. Full accreditation by the Association resulted in July 1975. Shortly thereafter, on August 20, 1975, the state government altered the titles of each State College to "State University" and MMSC became Metropolitan State University.

In January 1975, Metro U had changed the requirements for admission to IEPC so that an applicant had to have 80 or more college credits. Applicants with fewer credits were referred to competence-based education (CBE) program in the six metropolitan community colleges. These programs had been developed under a three-year grant from the Fund for the Improvement of Post-Secondary Education which Metro U and the colleges had obtained in July 1973. As described in Section 13.2, these CBE programs were ready to admit students by 1975 and to assist them in defining and documenting the competences they intended to use for their equivalency claims. After documenting a combination of credits and experiences equal to 90 or more credits, a community college student could then enter IEPC at Metro U. The practice of referring Metro U applicants to the community colleges ended in March 1976 for reasons given in Section 13.2. At that time the University initiated an "Admissions Workshop" to assist applicants in documenting sufficient learning experiences for admission to Metro U. Initially, any adult with a high school diploma could take the Admissions Workshop. Among the workshop attendees during the next fifteen months, 750 people had no previous college education. Only seven of these 750 were able to document a sufficient number of competences to gain admission to Metro U. In view of this situation, the University limited the Workshop to people with 45 to 79 quarter credits beginning in July 1977. People with fewer credits were again referred to the community colleges.

Although Metro U continued its efforts to recruit larger numbers of qualified applicants, especially women and minorities, enrollments plateaued at about 2300 students in 1977. This enrollment was far below the 5,000 to 10,000 envisioned by the 1971 Citizen's League report and by the 1971 State Legislature. Most people agreed that there probably are 50,000 to 100,000 potential Metro U students in the Twin Cities area. However, even with procedures tailored specifically to adult needs, most of these potential students

were not enrolling, for reasons discussed in Section 9.0.

With Metro U functioning well by the spring of 1977, President Sweet accepted the presidency of Rhode Island College in order to try his hand at implementing adult-oriented policies and procedures in a traditional institution. Since Sweet's departure in June 1977, Metro U's new president, Reatha Clark King, has operated to further refine and strengthen the adult-oriented aspects of Metro U. Although some internal and external forces continue to pressure the university to become more traditional, as discussed in Section 15.0, dominant forces within the State University System and Metro U support the individualized, competence-based practices of the university. These practices are elaborated in the following Sections, beginning with the basic educational tenets of Metro U.

3.0 BASIC TENETS OF METRO U

Most of Metro U's major documents, such as the Learning Opportunities Catalogue (Catalogue) and the Individualized Educational Planning text (IEP text), emphasize the five Basic Tenets which the faculty and administration evolved from initial statements in Prospectus II (see Section 2.0 history). Several documents also contain explanations of the Basic Tenets. The following statements of the tenets are taken from the 1977 IEP text, while the explanations are excerpted from the text and from Calhoun et al. (1976):

> An understanding of the nature, objectives and procedures of the university cannot be gained without carefully examining the elements of the university's educational philosophy. Much that happens at Metro U, including types of educational experiences, methods of recording and retaining proof of educational achievement, and even the "red tape," is unique in the world of higher education and is directly rooted in the fundamental concepts which distinguish this university from others in the metropolitan area. The statement of Metro U's educational principles is embodied in the following FIVE BASIC TENETS: (IEP text, 147)
>
> I. The university vests in each individual student responsibility for and authority over his or her education. The university vests in its officers and faculty responsibility for and authority over teaching and for determining whether or not a student has given adequate evidence that he or she has achieved his or her educational objectives.

The university's first tenet is perhaps its most distinguishing feature. In any complex organization there are always forces emerging that seek to redirect the institution in relation either to its objectives or to its procedures. By placing responsibility in the hands of individual students, Metro U provides its students with the means to protect the experiment that has been carefully designed to meet their educational needs--needs not met by traditional institutions. This tenet gives the individual student authority and responsibility to resist traditional forces, both from within and outside the institution, which would try to redirect the institution in ways that might make it less useful to students. (Calhoun et al, p. 3)

At Metro U, with regard to the content or substance in an individual student's educational program, the desires of the student prevail. This is also true with regard to the methods to be employed in achieving a learning

goal. The student also has a wide range of measurement techniques to choose from to determine whether or not a goal has been achieved. It is, however, the faculty's responsibility to determine whether or not the student has proven adequately that the goal, in fact, has been achieved. It is also the faculty's responsibility to develop the basic concepts, processes and structure of the university. A student exercises authority over his or her education within the context of these concepts and processes. (IEP text, 147)

II. The university records a student's educational progress in terms of the competences the student achieves and not in terms of the number of courses or other units of experience which the student undertakes to achieve learning.

Most schools, colleges, and universities define a student's education as the completion of a fixed number of units, usually called credits or credit hours. A student's progress toward the completion of his or her education, then, is described in terms of the number of units which the student has satisfactorily completed. The quality of these units is measured primarily on the basis of "inputs," i.e., how well the instructor is prepared, the quality of the instructional materials, etc.

At Metro U we focus attention on the "outcomes" of education, not on the inputs. These outcomes we call COMPETENCES. A student's progress toward a degree, therefore, is described by setting forth in writing the specific competences which the individual has achieved, i.e., the competences for which the individual has offered clear and adequate proof that the competence claimed, in fact, has been observed and can be recorded. (IEP text, 148)

III. The university recommends that each student receiving a bachelor of arts degree demonstrate a high level of competence in each of the following areas: communications; community; vocation; culture, science and tradition; and avocation. To achieve competence in the areas listed means that students must know and use many of the arts, sciences, humanities, and applied disciplines. It also frequently means that students will require types of knowledge and understanding that vary significantly from the types usually associated with higher education, particularly experientially-based knowledge. The university respects and supports a broadening of the concept of what constitutes a college education.

The five areas of competence noted in Tenet III provide the framework for the student's educational program. During the Individualized Educational Planning Course (IEPC) the student must develop a Degree Plan that describes the competences he/she possesses and which he/she seeks to attain in each of the areas. The areas of competence do not constitute a curriculum or distributional requirements; rather, they are intended to provide a basis for the student to examine his/her life and, on the basis of that examination, to develop an educational plan. The areas are constituent elements of an educated person that vary in type and degree from individual to individual. Through the areas of competence Metro U seeks to integrate an individual's education with the other parts of his/her life. (Calhoun et al., 4-5)

IV. The university believes that whenever appropriate, students should use community resources, including human resources and events controlled by agencies and organizations external to the university, to achieve their educational goals.

Typically schools, colleges, and universities attempt to replicate in miniature the society or community of which they are a part. That is, the institution has its own resources which it makes available to students and which it teaches students to use.

At Metro U, one of our objectives is to teach students to use the resources of the entire community for educational purposes. To this end, therefore, we have carefully minimized the number of resources which the university owns or controls, including human resources in the form of permanent faculty members. We want our students to find many of their teachers in the community and to use every aspect of their lives, their homes, their work, their recreational activities, and their community activities to acquire educational competences which can be recorded as part of their university transcript. The university does offer organized learning opportunities in the form of group activities and individual activities, but we place heavy emphasis on students' taking advantage of the rich array of courses and other formal and informal opportunities to learn and develop which are available throughout this metropolitan region. (IEP text, 148-149)

V. The university expects that those upon whom it confers degrees will be lifelong, self-directed learners committed to excellence in their learning.

At Metro U, the ultimate objective is to provide students with an experience in "learning how to learn" so that each of them, after leaving the university, will be able, willing and motivated to continue learning for the rest of his or her life. . . . We do not want our students to be dependent upon someone else to tell them what to learn, where to learn it, when to learn it, from whom they must learn it, or when they in fact have learned it. Our goal is for our graduates to be able to set an educational course, to follow that course faithfully and to arrive at a self-determined educational destination, a destination which represents a high quality of learning. . . . (IEP text, 150)

4.0 STEPS TO EARN A METRO U DEGREE

In order to graduate lifelong, self-directed learners, Metro U has devised a process for obtaining a BA degree which is portrayed here as involving eighteen steps. These steps are listed in Table I and sketched briefly in this Section. Several of the most important or unusual steps are elaborated later in this case.

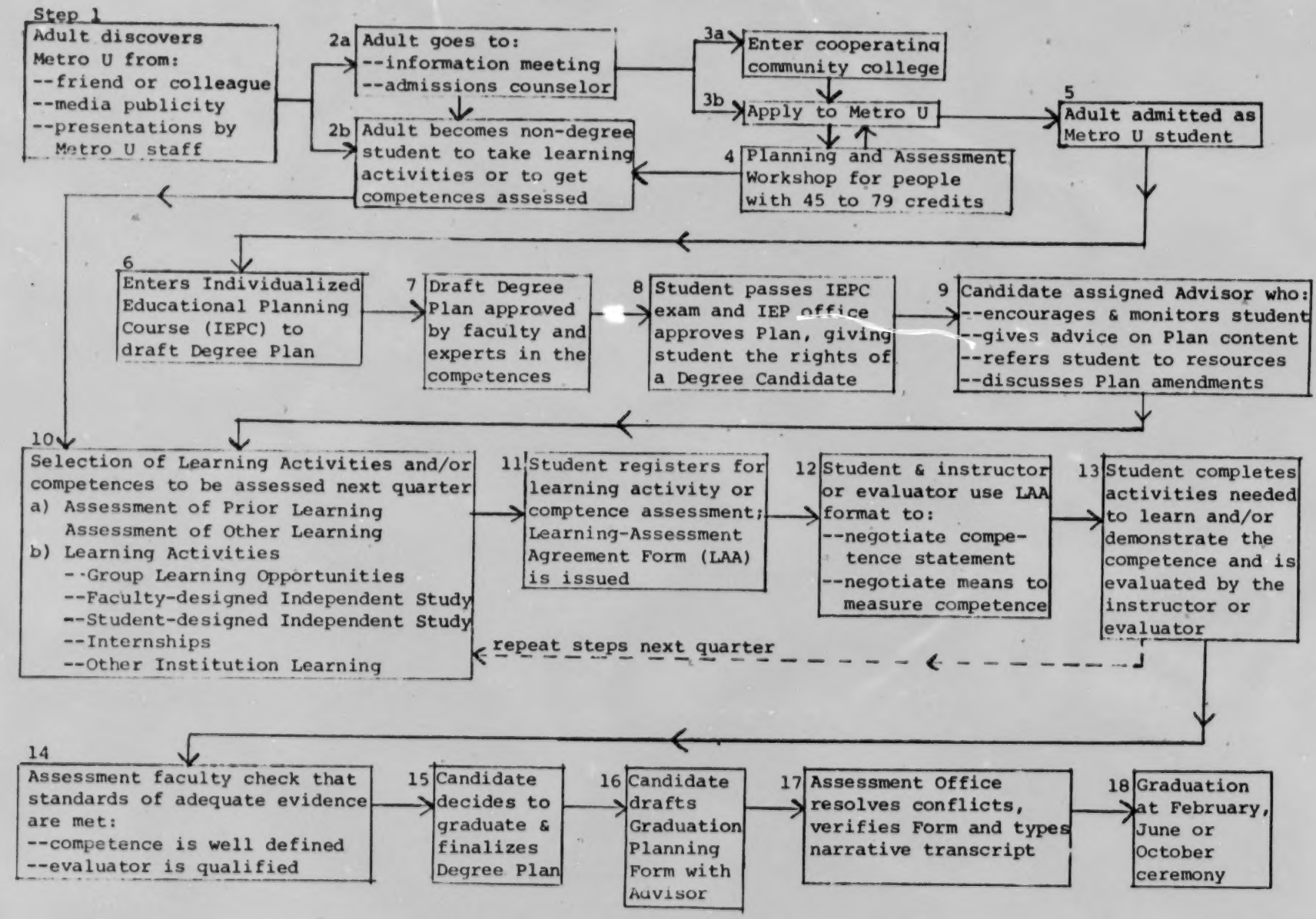
4.1 Adult Discovers Metro U

Prospective students learn about Metro U in one of three ways. Early in its history, the university was publicized extensively in the metropolitan area by means of newspaper and magazine articles and television and radio releases. Because Metro U no longer is a novelty to Minneapolis-St. Paul citizens, the amount of general publicity has decreased, but the university continues to recruit some students by this means. Some people who first hear about Metro U from media releases think that they are incapable of being "self-directed learners" and do not contact the university. Some of these uncertain individuals are then reached by means of talks given by admissions counselors and other Metro U staff persons at meetings of professional and community groups and at business, industrial and government organizations during employee lunch times. Admissions counselors frequently devote two days per week to these talks. However, the most effective means for recruiting new students are the example and word of present and former students. When the prospective student observes or talks with a colleague or friend who is attending Metro U, the prospect often decides that he or she also is capable of self-directed learning and explores Metro U further.

4.2 Choice of Status at Metro U

Most prospective students next go either to a general information meeting at Metro U given by admissions counselors or to one of the counselors for

TABLE I: STEPS TO EARN A DEGREE AT METROPOLITAN STATE UNIVERSITY


Step 1
Adult discovers Metro U from:
--friend or colleague
--media publicity
--presentations by Metro U staff
2a Adult goes to:
--information meeting
--admissions counselor
2b Adult becomes non-degree student to take learning activities or to get competences assessed
3a Enter cooperating community college
3b Apply to Metro U
4 Planning and Assessment Workshop for people with 45 to 79 credits
5 Adult admitted as Metro U student
6 Enters Individualized Educational Planning Course (IEPC) to draft Degree Plan
7 Draft Degree Plan approved by faculty and experts in the competences
8 Student passes IEPC exam and IEP office approves Plan, giving student the rights of a Degree Candidate
9 Candidate assigned Advisor who:
--encourages & monitors student
--gives advice on Plan content
--refers student to resources
--discusses Plan amendments
10 Selection of Learning Activities and/or competences to be assessed next quarter
a) Assessment of Prior Learning
Assessment of Other Learning
b) Learning Activities
--Group Learning Opportunities
--Faculty-designed Independent Study
--Student-designed Independent Study
--Internships
--Other Institution Learning
11 Student registers for learning activity or comptence assessment; Learning-Assessment Agreement Form (LAA) is issued
12 Student & instructor or evaluator use LAA format to:
--negotiate competence statement
--negotiate means to measure competence
13 Student completes activities needed to learn and/or demonstrate the competence and is evaluated by the instructor or evaluator
repeat steps next quarter
14 Assessment faculty check that standards of adequate evidence are met:
--competence is well defined
--evaluator is qualified
15 Candidate decides to graduate & finalizes Degree Plan
16 Candidate drafts Graduation Planning Form with Advisor
17 Assessment Office resolves conflicts, verifies Form and types narrative transcript
18 Graduation at February, June or October ceremony

individual guidance. The counselors use these sessions to make prospective students more aware of the amount of previous education and/or experience necessary to obtain admission to Metro U, as well as some idea of the extent to which the educational objectives of an applicant need to be sharpened or focused before entering the Individualized Educational Planning Course. If a prospective student clearly has too little previous education and experience to qualify as a junior or is completely unclear concerning his or her reasons for entering Metro U, the counselor is likely to advise the prospective applicant to explore other institutions. On the other hand, an adult with at least 45 credits from previous education who has a well-defined educational goal, such as preparation for a new career, is considered an excellent prospect for admission. As indicated in Section 9.0, prospective students also apply to Metro U for several other reasons.

Either before or after talking with an admissions counselor, 10% to 20% of the people interested in entering Metro U decide to become non-degree students (Step 2b in Table I). Some of these students are "Special Enrollment Students" who have been given permission by an instructor to take a specific "Group Learning Opportunity" of the sort elaborated in Section 4.10. Fewer than 100 competences of the over 2000 registered during a typical quarter in 1977 came from Special Enrollment Students. Some other non-degree students are government officials who register at Metro U to obtain approval for their documentation of competences gained from previous experiences because their government agencies accept Metro U's evaluation of competences as an alternative to attending required in-service training programs. Between 200 and 300 of the 2000 competences in the same 1977 quarter came from this source. A third kind of non-degree student is the small but growing number of Metro U graduates who return to obtain additional competences to add to their transcripts in order to strengthen their qualifications for career development or career changes. Over twenty graduates have even become candidates

for second BA degrees after deciding to make major career changes. However, the Admissions Office encourages graduates to add competences to their transcripts rather than becoming candidates for second BA degrees. As indicated in Table I, a few other applicants decide not to seek degrees after taking the Planning and Assessment Workshop (Step 4) or even after being admitted as a regular Metro U student qualified to take the IEPC (Steps 5 and 6). Some non-degree students become eligible for admission to IEPC after documenting one to three competences.

4.3 Application to Metro U or Cooperating Community College

When a prospective student decides to earn a non-traditional BA degree, he or she can apply to a cooperating community college or to Metro U depending upon the amount of previous postsecondary education and documentable experience accumulated. Section 13.2 describes the cooperative arrangements with six community colleges in the metropolitan area which Metro U initiated for prospective students who want to pursue a non-traditional education, but lack the 45 or more credits necessary to enter Metro U's Planning and Assessment Workshop. (As explained in Section 2.0, Metro U discovered during 1976 and 1977 that very few applicants who had fewer than 45 credits could document enough competences from prior learning to qualify for admission as juniors with 90 credits or their equivalent; consequently, the 45 credit requirement was instituted.) After completing a degree in a community college, or obtaining enough credits from a traditional university, the prospective student can gain admittance to Metro U.

4.4 Planning and Assessment Step

Applicants with 45 to 79 quarter credits take the Planning and Assessment Workshop to learn more about non-traditional education at Metro U and procedures

for documentation of the competences they have achieved during their life and work experiences. Initially, this workshop focused only on the documentation of competences, but it now includes a career and life planning component. By including career and life planning and an orientation to Metro U, as well as the identification of competences, the Workshop eliminates about one third of the applicants to Metro U. These applicants decide that their educational goals are not suited to Metro U or that they need lower division course work before attempting to plan an upper division degree program. Regardless of whether Workshop participants later become Metro U students, they can have the competences they document assessed and transcripted by Metro U at a charge of $32 per competence. Every twelve competences assessed counts as one full-time-equivalent student at Metro U even though the Workshop's participants have not been admitted as students. Section 5.3 elaborates upon the Planning and Assessment Workshop.

4.5 Admission as a Metro U Student

Some applicants to Metro U are admitted directly to student status because they have earned 80 or more quarter credits from other postsecondary institutions they previously attended. From past experience, Metro U has learned that applicants with 80 to 89 credits almost always can document prior competences equivalent to at least the 10 additional credits they must have to be admitted as juniors; this documentation is done during the IEPC process. Applicants who have earned 45 to 79 quarter credits elsewhere use the Planning and Assessment Workshop to document sufficient competences from prior life and work experience to equal the remaining number of credits necessary to be admitted as juniors with 90 or more credits. The postsecondary credits transferred to Metro U from other schools are most likely to come from liberal arts or professional courses in other colleges and universities. However, credit

also is awarded for training programs in the military services if they are listed in the Handbook on military service credit prepared by the American Council on Education. Technical education courses in community colleges and technical institutes are another source of credits; thirty classroom and laboratory hours in a completed technical program are equivalent to one credit. Past courses must be completed with a grade of "C" or better for applicants to receive credit. Only after an applicant is admitted to Metro U, may he or she register for the IEPC.

4.6 The Individualized Educational Planning Course (IEPC)

As indicated in the Section 2.0 history of Metro U, this step in the degree earning process was a major breakthrough for the University. It therefore deserves elaboration, as is done in Section 5.4. For now, the description of the course given in the Metro U Learning Opportunities Catalogue 1977-78 (p. 15) will suffice:

> The Individualized Educational Planning Course, required of all new students who seek a degree, is designed to help individuals plan a degree program to fit their educational goals. Students who do not seek a degree from Metro U may also enroll in IEPC in order to learn the individualized planning process, understand competence-based education, and complete an analysis of their educational strengths and weaknesses.
>
> In IEPC, students will examine their educational goals and analyze past learning experiences at work, at home, and in the community. Once these goals and experiences have been clarified, students will develop a Degree Plan with learning strategies appropriate to each individual. Students will also learn how to select the best methods by which their prior or future learning experiences may be evaluated. Finally, students will become familiar with the educational philosophy, policies, and procedures of Metro U which enable individuals to assume responsibility for their education.
>
> All IEPC students will take an objective examination on the concepts and procedures covered in this course. A Degree Plan will be submitted and evaluated by the faculty in accordance with criteria outlined in IEPC.

4.7 Initial Approval of Draft Degree Plan

> The Degree Plan specifies the competences the student wants included in his or her upper-division program, including those gained prior to admission and those the student plans to attain while enrolled at Metro U. The Degree Plan also specifies the

> learning strategies used to attain prior competences, or to be used to attain future competences; the techniques that will be employed to assess the competences; and the names and qualifications of the "expert judges" who will evaluate each of the competences. (Catalogue, 1977:7)

A sample draft Degree Plan is shown in Appendix B. Students with no upper-division transfer credits must have 24 competences in their Plans. Students with transfer credits in addition to the 90 credits they used to enter Metro U may include up to 45 of these additional transfer credits in their Plans. Any extra credits beyond the 45 cannot be counted because a Degree Plan must include a minimum of at least twelve competences--corresponding to the "residence" requirement in traditional colleges. Some of the 12 to 24 competences outlined in a Degree Plan can be gained by "Assessment of Prior Learning." However, most Metro U faculty members are reluctant to approve plans in which more than two thirds of the competences would be attained by documenting prior learning. At least one past or planned competence must address each of the five major areas of learning promoted by Metro U: (1) communications, (2) community, (3) vocation, (4) culture, science and tradition, and (5) avocation. For assistance in drafting prior and planned competence statements, students turn to the IEPC instructors and to experts in the fields of the competences. A student may submit a voucher to Metro U for a fee for one of the experts, who is called a "consultant." IEPC students often seek advice from unpaid consultants as well. The consultants and experts named in draft Degree Plans can be Metro U faculty or people from the community who are described in the IEP text (p. 246) as follows:

> Generally, an expert is one who is likely to have some objectivity about you, and who possesses at least one of the following characteristics: (a) adequate academic preparation in the particular subject area; (b) adequate teaching experience in the particular subject area; (c) adequate experience supervising workers in the particular subject area; (d) adequate publication in the particular subject area; (e) reception

> of an appropriate award or recognition in the subject area or demonstration of a high level of achievement in that area; or (f) appropriate unique qualifications which would make her or him one of the few persons available to do the assessment in the particular subject area.

After completion of an initial draft of the Degree Plan, the entire Plan is examined by both the IEPC instructor and a paid "Content Reviewer" who is selected for his or her expertise in the field with the most competences in the plan. In response to critiques of the instructor and reviewer, the student either strengthens the documentation for the plan or revises the draft Degree Plan before submitting it for the signatures of the instructor and the reviewer.

4.8 Attainment of Degree Candidate Status and Rights

At the end of the six weeks allotted for IEPC, the student takes an exam on the content of the course. (Students who fail the exam are allowed to repeat IEPC until they pass the exam.) The student also submits the draft Degree Plan signed by the IEPC instructor and Content Reviewer to the Individualized Educational Planning (IEP) Coordinator in the Advising Office described in Section 5.1. A "Final Reviewer" from the Coordinator's office again checks the mix and wording of the competences, as well as the qualifications of the experts responsible for assessing prior and planned competences. If necessary, the draft Degree Plan is returned to the student for editing. Upon completion of a satisfactory draft Degree Plan, the Final Reviewer signs it, making the student a "Degree Candidate."

Degree Candidates may revise their draft Degree Plans in any way they see fit--including a reduction in the number of competences. This authority is derived from the first of Metro U's five Basic Tenets, and is explained in a number of documents including the Self-Study Report (1975:7-8), Calhoun et al. (1976:12), and the IEP Text (1977:86). Thus, the student entering IEPC learns

that by implication there are no strict graduation requirements at Metro U (other than passing IEPC and obtaining approval of a draft Degree Plan):

> Once you are admitted to degree candidacy, you have authority over and responsibility for your own education, and you are free to make changes in your Degree Plan as you find reason to do so. You should consider your educational experiences as a dynamic process in which you frequently evaluate where you are in relation to where you want to be.
>
> PLAN AMENDMENTS...shall be defined as those which affect the substance of the program. Examples of such amendments include adding or deleting competence goals, changing the major thrust or direction of the Plan, or substituting a major internship for two or three previously included strategies. Plan amendments should be discussed with your faculty advisor and a Plan Amendment form must be filed.
>
> Minor changes--such as rewording the competence, shifting from an independent study to a formal class as the learning strategy, or substituting one evaluator for another can be reflected in the [Learning-Assessment Agreement form to be discussed shortly]. Since those details do not affect the substance of the Degree Plan, Plan Amendment forms are not required. (IEP Text, 1977: 86)

4.9 Candidate Assigned Faculty Advisor

Having given Degree Candidates the authority over and responsibility for their own educations, Metro U immediately assigns them Faculty Advisors to assist them with the amendment and implementation of their Degree Plans. If a candidate wishes to designate his or her Advisor, Metro U generally is able to grant the request. In the majority of cases, however, candidates express no preferences and the Advisors are assigned by the university. Since students do not select majors and faculty members are not divided into academic departments, advisee assignments are determined by the workload of each faculty member as much as according to the special interests of the candidates and faculty advisors. When a mis-match occurs, the candidate can arrange with the Advising Office to change Advisors. As indicated in Step 9 of Table I, the Faculty Advisor: (1) encourages the candidate and monitors his or her progress at least once a quarter, (2) gives advice on Degree Plan content when the candidate seeks it, (3) assists the candidate in finding educational resources within Metro U and in the metropolitan community, and (4) discusses amendments to the candidate's

Degree Plan. If a Faculty Advisor dislikes an amendment, he or she attempts to change the candidate's mind, sometimes even resorting to the inclusion of a disclaimer note on the amendment. Thus, what President Sweet wrote in a November 1973 paper on the rights of students to determine their own education still holds:

> This [right] does not...mean that the students are left to their own individual whims or to their own uninformed decisions. The College is here to assist students in learning how to accept the responsibility and authority with which they are vested. To that end, the College is organized to provide students with informed advice, counsel, assistance, analysis, criticism, and - upon occasion - appeals to the affective domain in the form of pleadings and cajolings.

4.10 Selection of Competences and Learning Activities Each Term

The documentation of prior competences and the learning of new competences both take time. Consequently, students must decide each quarter which competences they will have time to learn and/or document. As indicated in Step 10 of Table I, a number of options are available: 1) assessment of prior competences, 2) Group Learning Opportunities, 3) Faculty-designed Independent Study, 4) Student-designed Independent Study, 5) Internships, 6) External Learning Activity, and 7) Assessment of Other Learning. To assess prior competences, students must recruit evaluators, negotiate measures of whether the student has attained the competence, and implement the measure under the evaluator's scrutiny. (The assessment of competences is elaborated in Section 6.0.) Group Learning Opportunitites (GLOs) are courses offered by Metro U in a quarterly catalogue mailed to all degree candidates; the instructors of GLOs also serve as the evaluators of the competences gained from the GLOs. (GLOs and other non-internship learning activities are described in more detail in Section 7.0; internships are discussed in Section 8.0.) Most independent studies initially are designed by students alone or with the assistance of the faculty members who agree to be both the instructors during the studies and the evaluators of the competences gained from the studies.

Faculty members who like specific student-designed independent studies and think other students would like them frequently offer the same studies as "faculty-designed" studies during later terms. An internship is a supervised on-the-job learning experience in a business or industrial firm, a government agency, or a community organization. By contrast, an External Learning Activity is either a course offered by another postsecondary educational institution, or a formal training program offered by a business or industrial firm, a government agency or a labor union. When students wish no supervision during learning activities, they also may follow the same procedures as for assessment of prior competences except that they learn the competences on their own between recruitment of evaluators and demonstration of the competences.

4.11 Registration and Learning-Assessment Agreement Forms

After students decide which learning activities to undertake during the next quarter and which competences to assess, they register for the activities and assessments. Metro U then issues one Learning-Assessment Agreement form for each learning activity and two forms for the assessment of prior competences. Shown in Appendix C, this form is used by students and instructors or evaluators to negotiate and formalize a contract between them. The form "provides clear definition of the interaction expected to occur between the two parties to the contract, leading to the competence goal" (Self-Study, 1975:73). LAA forms for GLOs are issued to instructors and those for internships to the internship coordinator, while LAA forms for independent studies, assessment of prior learning and other institution learning are given directly to students. If a student wishes to document a prior competence, a second LAA form is issued to a community faculty member selected by Metro U. The issuance of the second LAA form began in July 1977 and is explained in the IEP Text (Appendix L-1) as follows:

> The use of two evaluators will significantly increase the validity and reliability of the university's assessment program. The student-selected evaluator will provide an objective expert judgment concerning the student's performance in the competence subject area. That judgment will usually be based on a situational observation or a performance evaluation that is particularly appropriate for evaluating the application portion or the practical knowledge of the competence. The community faculty evaluator will provide the objective judgment of the student's learning from the perspective of an expert who has been trained in competence-based education and the evaluation of student learning. Community faculty will usually focus on the theoretical or cognitive aspects of the competence.

4.12 Negotiation with Evaluator or Instructor

The student and the evaluator or instructor/evaluator use the LAA format to negotiate the competence statement, the means by which the competence was or will be achieved, and the means to measure it. As elaborated in Section 6.0, the competence statement generally has both a theoretical and a practical element, as well as an indication of the level of competence, e.g., "basic" or "in the top 30%." The process for achieving the comptence is described briefly, and the instructor or evaluator indicates how much of the process he or she has witnessed or will be able to verify. The techniques for measuring the competence also are agreed upon and described; techniques include: oral interview, objective test, simulation exercise, performance test, situational observation, product evaluation, and essay test, as described in Section 6.0. Thus, according to the Self-Study Report (1975: 40), students have responsibility and authority beyond the right to amend their Degree Plans:

> Students select the learning activities they desire and the instructors they prefer; they can engage in a contract negotiation process with each instructor offering a Metro U-sponsored learning activity. This negotiation relates to the specific outcomes the student hopes to achieve and the way he/she wishes those outcomes to be evaluated. In a very real way, students can shape the curriculum patterns and process of Metro U-sponsored learning activities. They co-sign all learning assessment agreement forms, including the evaluation. They can terminate a learning activity, if desired.

4.13 Acquisition and Evaluation of Competence

After negotiating the Learning-Assessment Agreement, the student completes the learning activity if he or she has not already done so and then is evaluated by the instructor or evaluator as agreed. A statement of the evaluation's results is then agreed upon by the student and evaluator and added to the bottom of the LAA form. Both student and evaluator then sign the LAA form and the evaluator submits it to the Assessment Research Office. Following this procedure during the 1977-78 school year, 10,400 competences were documented and later approved by the process indicated in step 4.14. The proportion of these competences coming from various learning and assessment activities is shown in Table II. An additional 554 competences learned in other accredited institutions also were recorded by Metro U.

Table II

Proportion of Competences Documented
from Learning and Assessment Activities

(percent of 10,400 competences approved during 1977-78)

Group Learning Opportunities	48%
Assessment of Prior Competences	18%
Faculty-designed Independent Study	8%
Individualized Educational Planning Course	8%
Planning and Assessment Workshop	6%
Internships	6%
Student-designed Independent Study	3%
Assessment of Other Learning	3%
	100%

4.14 Assessment Office Judges Adequacy of Competence Evidence

The LAA form submitted by a student and his or her evaluator to the Metro U Assessment Office constitutes the student's evidence that he or she has

achieved the competence. Faculty members and staff assigned to the Office (generally on a part-time basis) then "review the student's evidence to ascertain that the competence meets the definition of competence and the evidence meets the standards of adequate evidence" (Calhoun et al., 1976:12). In order to judge the adequacy of the evidence, the Assessment staff answer the following central questions posited by Calhoun et al. (1976:18): What constitutes evidence of the competence? How much evidence is adequate? Was the evaluator appropriately qualified to evaluate the competence? Were the techniques used to evaluate the competence acceptable? During 1977, the Assessment Office approved and signed the evidence in over 95% of the LAA forms submitted for a first time. The remaining LAA forms were returned to students with critiques indicating what changes in the content of the forms, additional evidence or additional learning would be necessary in order to obtain approval of the LAA forms.

4.15 Candidate Decides to Graduate and Finalizes Degree Plan

A Candidate has the authority to prepare for graduation when he or she feels that enough competences have been documented to make the student worthy of a BA degree. Most students make this decision when they complete the competences indicated in their Degree Plans, which generally will be somewhat different from the draft Plans approved at the conclusion of IEPC. Typically, according to evaluations made by Metro U (e.g., Self-Study, 1975:54), the amendments and revisions made during the implementation of the draft Plans improve them by increasing the precision of competence statements and replacing weak competences with stronger ones. Some students even decide that they should document one or more extra competences beyond the 24 originally planned. On the other hand, some students decide to graduate with fewer than 24 competences and amend their plans accordingly. This is most likely to happen when a student with 22 or 23 competences is applying for a new job which requires a BA

credential. Occasionally, students will decide to graduate with even fewer competences, but this practice is not widespread. A review of the students graduating in February 1977 showed that 96% of them were within two competences of 24 and that almost as many students documented extra competences as decided to graduate one or two short of the norm. If a Candidate wishes to graduate with fewer, more, or different competences than those shown in his or her Degree Plan, he or she must file an Amendment Form to change the Plan according to the procedure indicated in Step 4.8. A finalized Degree Plan results.

4.16 Candidate Drafts Graduation Planning Form for Narrative Transcript

The prospective graduate meets with his or her Advisor in a "graduation planning meeting" to verify the completion of the finalized Degree Plan and to fill out a "Graduation Planning Form." This Form indicates the competences and credits to be included in a graduate's narrative transcript. This is the only kind of transcript which Metro U awards, for according to Calhoun et al.:

> The individualized, competence-based program of Metro U necessitates an alternative form of transcript--one that effectively communicates the unique accomplishments of individual students. Metro U, therefore, uses a narrative transcript because it describes the nature and context of the student's learning more accurately and precisely than a conventional letter grade transcript. (1976:14)

As shown in Appendix D, this narrative transcript includes a brief description of the competence-based approach to education at Metro U, the number of credits transferred from other postsecondary institutions, and a summary list of the transcripted competences. Appended to this summary are condensed versions of each LAA form which includes: (1) the competence statement, (2) the process by which each competence was achieved, (3) the extent to which the evaluator can verify that the process was undertaken, (4) the measurement techniques for evaluating the competence, (5) the name and qualifications of the evaluator, and (6) a narrative statement of the results of the evaluation.

4.17 Verification of Graduation Planning Form and Typing of Transcript

The Candidate's Advisor approves or suggests changes in the Graduation Planning Form. If the Form is approved immediately or the candidate agrees to the suggested changes, the Form is submitted to the Assessment Office for final verification. If the candidate and his or her Advisor do not agree, the Form is submitted with a disclaimer from the Advisor and the Assessment Office mediates the dispute. If agreement among the candidate, Advisor and Assessment Office still is not achieved, the Form is submitted to the Vice President or his or her designee for final arbitration. With the approval of all parties or the arbitration of the Vice President's Office, the Form is finalized and the candidate is said to have completed the work for a BA degree from Metro U. The Assessment Office can then type a narrative transcript following the directions in the Graduation Planning Form.

4.18 Graduation from Metro U

Candidates who have completed the work for a BA degree receive their diplomas at graduation ceremonies held in February, June and October. These diplomas are designed so that a graduate's narrative transcript can be easily appended.

5.0 ADVISING SERVICES

Many students wishing to earn a degree from Metro U need advising services in order to help them learn the practices of Metro U and develop and implement a Degree Plan. Early in Metro U's history, these services were provided in a somewhat haphazard manner. It soon became apparent, however, that certain advising needs were widespread and could be addressed systematically. The major resulting innovation was the Individualized Educational Planning Course, which, as indicated in Section 2.0, was developed to meet the need of new students for an in-depth orientation to Metro U and for some structure in developing a Degree Plan. An Admissions Workshop was later initiated for prospective students who needed assistance in documenting sufficient prior competences to gain admission to Metro U and IEPC; later this Workshop incorporated career and life planning to become the Planning and Assessment Workshop. To coordinate these and other counseling services, Metro U established an Advising Office. This office in turn started new advising vehicles such as a Career and Life Planning Program. After describing the Advising Office, this section sketches the Career and Life Planning Program, the Planning and Assessment Workshop, and the IEPC.

5.1 The Advising Office

Created in July 1975, the Advising Office has grown to include a full-time Director, three full-time and four part-time advisors, and approximately six full-time-equivalent interns and secretarial staff. The staff coordinates the Planning and Assessment Workshops for prospective students. The advisors also have some regular advisees among the Degree Candidates at Metro U who have not yet been assigned faculty members as advisors.

The Advising Office staff also monitors and assists the Faculty Advisors. All permanent full-time faculty members at Metro U have 60 advisees; half-time faculty serve 30 advisees. Each Advisor is expected to meet or talk with each

of his or her advisees at least once a quarter. When Advisors are not available on short notice, advisees may obtain guidance from a faculty member working at the Advising Desk. This Desk and its telephone "hot line," were established by the Advising Office in July 1975; they operate between 10 A.M. and 2 P.M. five days per week. Because Metro U does not have a campus (as explained in Section 12.0), and its Group Learning Opportunities are scattered throughout the metropolitan area, the hot line has proved to be one of the most effective advising vehicles devised by Metro U. For students who wish additional educational counseling, Metro U maintains a list of consultants with various kinds of expertise. Students are permitted one consultation each quarter for which Metro U pays the consultant a $12 fee, which is taken from the Basic Quarterly Tuition.

Consultants, Faculty Advisors and the Advising Office staff have a number of resources they may use when assisting students. The Office has prepared a regularly up-dated Career Development Guide, which has the Table of Contents shown in Appendix E. This Guide is complemented by a Career Development Library housed at the Minneapolis and St. Paul Centers of Metro U. Furthermore, the Advising Office is responsible for periodic revisions of the Individualized Educational Planning text. The Office also makes inputs into the Community Faculty Biographical Sketchbook and the "Metro Information and Learning Library" (MILL) both of which are maintained by the Learning Resources Office (see Sections 10.2, 11.2 and 13.1). Catalyst, the official University semi-monthly bulletin for students, is another vehicle used by the Advising Office to publicize services to students. This publication, which is mailed to all students, contains "information such as current university procedures, graduation announcements, and new university and community learning opportunities" (Catalogue, 1977:8). Finally, the Faculty Advisors and Advising Office staff rely

heavily upon the annual Learning Opportunities Catalogue.

> This Catalogue . . . is designed to help students think about the substance of their learning goals and to consider alternative strategies to reach the goals. Diverse learning strategies and resources have been clustered within selected subject or content areas. Where possible, examples of how students have used community-based opportunities in independent studies are described. Examples of internship opportunities in community agencies, use of resource persons and consultants, and ideas related to competence assessment are also cited. This Catalogue, therefore, seeks to stimulate new ideas about learning opportunities that can be developed within the community and to outline the opportunities offered by the university. (Catalogue, 1977:8)

Using the Catalogue and other mechanisms, the Advising Office carries out or brokers seven kinds of advising. First, the Office works with students who do not have a regular faculty advisor for any of a number of reasons. Second, the Office offers guidance on the policies and operational procedures of Metro U. Third, the Office arranges IEPC sections and manages the articulation between IEPC and the Faculty Advisors who assist students to implement their Degree Plans after completing IEPC. (Before the Advising Office took over the IEPC, difficulties sometimes emerged in achieving this articulation.) Fourth, the IEPC instructors and Office staff are alert to the need for personal and family counseling and arrange for students to receive assistance from the Hamm Clinic (an independent agency subsidized by foundations) or from other counseling services in the metropolitan area. Fifth, the Advising Office works with students who have filed complaints or have dissatisfactions with Metro U.

Sixth, the Advising Office spends a substantial portion of its work time reactivating the Degree Plans of sutdents who have not registered for two or more quarters due to personal reasons or family and work responsibilities. Because Metro U is designed for adults, the faculty and administration assume that many students will have good reasons to take one or more quarters off during the implementation of their Degree Plans. Therefore, Metro U does not

penalize students in any way for suspending their education, but does move them to the "inactive" category after two quarters. Upon their return, "inactive" students frequently wish to make changes in their Degree Plans or need a new Faculty Advisor because advisors are assigned new students to replace "inactive" students.

Seventh, some of the returning students as well as many prospective students and a few active students need assistance with their career and life planning. Some of this assistance is provided on an informal basis by the Advising Office staff, IEPC instructors and Faculty Advisors. In order to offer more extensive assistance, however, the Advising Office houses the Metro U Career and Life Planning Program.

5.2 Career and Life Planning Program

Early in Metro U's history, most students had trouble formulating educational objectives because the university lacked well-developed guidelines for designing objectives and because many students were uncertain about their career and lifestyle goals. When IEPC was initiated in 1974, it eliminated the first deficiency, but did not formally address the career and life planning need. During their first year of operation, IEPC instructors and the Advising Office would refer students needing career and life planning assistance to counseling centers run by the University of Minnesota, Working Opportunities for Women, and the Career Counseling Center at North Hennepin Community College. This solution was inadequate, however, because many of the students did not pursue the referrals and some of the faculty members and administrators argued that Metro U should have its own career and life planning function. Consequently, a community faculty member, working with the President and Vice President, developed a proposal to the Fund for the Improvement of Post-Secondary Education (FIPSE) to establish this needed function. In July 1976, FIPSE awarded a two-year grant

for $77,000 to Metro U to establish a Career and Life Planning Program with two major objectives: 1) to develop a training center and information clearinghouse for professionals in Minnesota who provide career and life planning assistance to adults, and 2) to assist prospective Metro U students, Degree Candidates, and other adults in the Twin Cities area with career and life planning by means of workshops, seminars and the information clearinghouse.

During the first year of the grant, the Director of this Program and his staff of one full-time professional and one secretary recruited a consultant panel, diagnosed the career and life planning needs of Metro U students, and determined the preferences of Minnesota professionals providing career and life planning assistance. During the process, the staff compiled a resource library on career and life planning and helped expand the Career Development Guide and library of the Advising Office. The staff then designed seminars, workshops and a course to be held during the second year of the grant, as well as a regional conference entitled "Career and Life Planning: The State of the Art." Some 150 practitioners and researchers from Minnesota and adjacent states came to the conference on June 15, 1977. A similar conference, planned for June 28, 1978, is entitled: "The Middle Years: Mid-Career Change and Planning for Retirement."

In addition to maintaining a resource library and arranging conferences, the Metro U Career and Life Planning Program is assisting professionals in several other ways. This spring the Program held two day-long seminars, each one entitled: "Counseling the Mid-Career Adult: Current Issues and Practices." These seminars, which drew 32 and 21 participants respectively, focused on differences in counseling techniques appropriate for mid-career adults as opposed to adolescents and youths. Based upon the issues raised by the seminar participants, the Program is now completing a Resource Manual for professionals in career and life planning. Furthermore, the Program is compiling the results of a survey of career and life planning programs in the Twin Cities region and will soon launch a newsletter for

the network of professionals running these programs. Plans also are under consideration to develop a "Center for Human Resource Development" which probably would add more training workshops to the current activities of the Program.

For Metro U students and other Twin City citizens wishing career and life planning assistance, the Program offers a series of workshops. The first workshop in the series is an introduction to career and life planning. According to one brochure, this introductory workshop...

> is offered to assist adults in assessing their career development and exploring the range of options from seeking new meaning in one's present career to a mid-career change. The workshop will include [an introduction to the use] of interest inventories, skills and job experience assessment and values clarification. The instructor will discuss techniques in resume preparation, job campaigning, and interviewing. The workshop will also include an evaluation of the nature of services offered by job search firms, personnel consultants, private employment agencies, and the employment security office.

When the Program offered 2½ and 3 hour versions of this introductory workshop for $10 and $12 per participant, approximately fifteen people were attracted to each workshop. Six of these workshops were held during the fall and winter of 1977-78. In the spring quarter, the Program offered two-hour "mini-workshops" for no charge. No charge was made in hopes of serving more Metro U students and of attracting larger numbers of prospective students to Metro U and to the follow-on workshops offered by the Program. The no-charge mini-workshops have in fact drawn much larger numbers--123 and 146 participants in each of two sessions. Although it is too early to tell if this marketing strategy has increased the number attending other Metro U activities, the no-charge workshops have been praised by participants as an immediate service to the community.

At the introductory sessions, three follow-on workshops are publicized under the over-all title of "Getting the Job Workshops." The first workshop, "Designing the Job Search Campaign," involves 2 two-hour sessions with career exploration homework between the sessions. The second workshop, "Resume Writing," uses the

same format, but has three-hour rather than two-hour sessions because the staff of the Career and Life Planning Program has found that participants wish more examples, guidance and feedback regarding resumes than they do concerning the design of job search campaigns. The third workshop, "Employment Interviews," includes 3 three-hour sessions with no homework required between sessions. During the interview workshop, students observe and participate in three or more interviews with personnel managers from metropolitan area employers. A fee of $12 is charged for each workshop, and each workshop has been offered twice during the winter and spring of 1978. Attendance at the six workshops has ranged from ten to twenty people per workshop.

Individuals seeking more intensive instruction in career and life planning can take a full-length Group Learning Opportunity designed by the Program and offered by Metro U. Called "Work and Your Future: Choice or Change," this course is publicized for non-degree students as well as degree candidates. The course, which includes thirty hours of classroom instruction, has the standard GLO fee of $64 for non-degree students and $46 for degree candidates. The fall 1977 course attracted 38 students, who were divided into three sections; the courses for the winter and spring terms have each drawn twenty students and were divided into two sections. Approximately 30% of the course's participants have been non-degree students. The GLO is described in publicity releases as follows:

> The purpose of this course is to teach students the skills to develop continued lifelong learning and career development plans. The student will learn the methods of achievement analysis, needs assessment, goal planning, decision-making, occupational field research, skills identification and strategy development. Through discussion, group activities, exercises, and independent study, students will gain a better understanding of themselves and their goals. By the end of the course students will have generated an assessment portfolio of skills, abilities and prior achievements and a life/career plan....

The Career and Life Planning Program staff also stand ready to experiment with new learning arrangements and to contribute to other courses and workshops.

As an outgrowth of discussions between Metro U and Franklin Library staff members, the Program recently offered two evening workshops which were similar in content to the Program's introductory workshops. These no-charge Franklin Library workshops were attended by 30 and 45 people. In addition, the Program's survey of career and life planning activities offered by Twin City employers led to a request from Conwed Corporation to have the Program give 12 Conwed employees a condensed version of the Work and Your Future course. The Program's staff also have been giving career and life planning sessions since fall 1977 to the IEPC classes and Planning and Assessment Workshops at Metro U. Thus, the original shortcomings of the IEPC which caused Metro U to seek support for the creation of a Career and Life Planning Program have been rectified. Plans for the next fiscal year include continuing support for the Career and Life Planning Program as a component of the regularly budgeted academic activities.

5.3 Planning and Assessment Workshop

This workshop was initiated in March 1976 as an "Admissions Workshop" which assisted Metro U applicants to document competences gained from prior experience. As indicated in Section 2.0, the workshop initially was designed for Metro U applicants who were high school graduates with fewer than 79 quarter credits from other postsecondary educational institutions. In July 1977, admission requirements for the workshop were changed so that applicants had to have earned between 45 and 79 quarter credits from other accredited postsecondary institutions. (Applicants with 80 to 89 credits were and are treated as discussed in Section 4.5.) The content of the workshop was then expanded in October of 1977 to include career and life planning. The resulting "Planning and Assessment Workshop" is portrayed as follows in a Metro U publicity release:

> The Planning and Assessment Workshop is designed for persons who have between one and two years of post-high school education or training. For those who desire admission to Metro U, an admission plan will be one of the outcomes of the workshop. This plan may draw heavily on learning gained through life experiences, or it may combine experiential learning with regular college work before actual admission. The workshop also may benefit persons who want to have their experiences assessed to gain university recognition for what they know and can do. Some participants may attend to examine their life, career, or educational goals for personal satisfaction only.
>
> The workshop meets in four sessions of three hours each [six workshops were scheduled for 1977-78]. During the workshop, participants analyze their past experiences and present goals, receive an introduction to career planning, learn how to describe a competence and have it evaluated by an expert, and set personal and educational goals for themselves. After the workshop, participants may work with Metro U to have experts evaluate the competences identified during the workshop. Following the workshop participants pay regular tuition charges for the assessment of competence [the current charge is $32 per competence gained from prior experience].
>
> A non-refundable fee of $30.00 [for the workshop] includes study materials. Participants must have completed an application for admission to Metro U, paid a $10 application fee, and had official transcripts of all post-secondary work evaluated by the Registrar of Metropolitan State University.

The publicity for the Planning and Assessment Workshop emphasizes admission to Metro U as an outcome because of the university's need to recruit students. However, the workshop itself places greater stress on career and life planning with complete student autonomy. The resulting plans of workshop participants sometimes point them away from Metro U, even though the participants might be able to document sufficient competences from prior experiences to gain admission. The Advising Office staff estimate that Metro U might "lose" 100 to 120 full-time-equivalent students per year because of the career planning emphasis. But, these losses probably are beneficial, for the Advising staff find that most of the "lost" applicants are similar to former Metro U students who eventually dropped out or began disparaging the school. (Currently, drop outs and complainers are of little consequence at Metro U, but if larger numbers were involved they could weaken Metro U's image in the community; the weakened image might in turn lead to fewer applicants.) In addition, the Advising Office assumes that some of the "lost"

applicants will later change their career and life plans and re-apply to Metro U since they left the Workshop with the conviction that the university is genuinely concerned with the welfare and authority of its students.

5.4 Individualized Educational Planning Course

Like the Planning and Assessment Workshops, the IEPC emphasizes the authority of Metro U students as well as their responsibilities. This and other traits of IEPC deserve elaboration for several reasons. Historically, as indicated in Section 2.0, the IEPC almost certainly was the most important breakthrough in Metro U's development. Its introduction as the only required course at Metro U greatly increased the effectiveness and efficiency with which students set educational goals and formulated draft Degree Plans. Moreover, it has proved to be a good counseling mechanism and a means for teaching students the non-traditional principles and practices of Metro U. Perhaps of most importance, IEPC imparts competence in individually-guided education--a competence which most students find to be the single most important benefit they gain from their Metro U experience and a competence which is especially useful for most people making career changes.

In order to teach this competence, IEPC is offered in three formats--as a Group Learning Opportunity, a seminar, and an independent study. The GLO option includes 12 three-hour meetings during six weeks. As with the other options, all work for the class is designed to be completed within ten weeks. The seminar option involves 5 three-hour sessions in six weeks and uses some mail-in assignments. The independent study format relies entirely on correspondence assignments except for an initial meeting and the course exam. Students are encouraged to take the GLO option, which like the seminar does not allow more than thirty students per group. If a group has more than twenty students, it is assigned two instructors.

The Metro U faculty and staff have developed a special text for students to use in the IEPC. Entitled Individualized Educational Planning, this text was derived from the Irregular Guide mentioned in Section 2.0 and has been revised at least once a year. The Table of Contents for the Fall 1977 edition is shown in Appendix F. Although the text is copyrighted, some faculty and staff expressed fears that it will be "ripped off" by other institutions because of its quality and the fact that it is printed in a loose-leaf format (which is more expensive than a bound publication would be). The loose-leaf format allows the Advising Office to replace outdated content almost as soon as university regulations and practices change. The first three pages of this text introduce its flavor, as well as the content of IEPC:

> This book is a text for Metropolitan State University's Individualized Educational Planning Course (IEPC). The purpose of the book and the IEPC is to help you assume responsibility for pursuing your education independently, making full use of the university and other resources available in your home, your work, your community service activities, and your recreational activities. In all of its relations with you, the university seeks to help you become fully that which we believe you potentially and inherently are.
>
> As you approach this book and IEPC you are probably asking yourself some questions about whether at this point in your life you ought to be returning to higher education. Most of our students are adults returning to college after being away from formal education for some time. We find they ask themselves: Am I too old to learn? Will the competition be too great? ...Do I have enough time and energy? What do I want to learn? ...What will my friends and relatives say?...
>
> We do not know the answers to those questions. We do know, though, that you can find good answers to many of those questions, and that this book and the course in Individualized Educational Planning will help you find those answers.
>
> Specifically, what do we hope to accomplish with you in this course? First, we want to help you examine your educational goals, clarify them, and design methods for improving yourself and achieving your goals through education. While taking the course, you will evaluate your educational strengths and weaknesses and seek to identify ways of overcoming your weaknesses and building on your strengths. You may want to think about the relation between education and your present employment (or lack of employment or under-employment), about possible new careers, or about alternatives to achieving fulfillment through your job. You may want to look at different life styles,

standards of living, ways of relating to people -- and the relevance of education to these matters. We especially hope you will become informed about ideas and disciplines with which you may not presently be familiar, about how to learn, and about what to learn.

Second, in the course we will assist you to determine in what ways (if any) additional formal education is useful to you in achieving your educational goals. Not everyone needs, wants, or can use more schooling. You may conclude after completing this course that additional formal education is not what you most need in order to become better educated.

Third, if you do want and can use additional formal education, we hope we can help you find exactly the right kind of education. We believe this university is itself one of the best educational tools available for almost anyone. For that reason we will teach you how best to make use of this university. But if you need or want to use other educational institutions to achieve your goals, one purpose of this course is to aid you in locating those institutions and obtaining access to them.

We are confident that what you learn in this course and from reading this book will be useful to you regardless of what you do after completing them. Even those portions of the course and book which stress most heavily the procedures of the university should prove useful to you whether you continue your education here, at some other institution, or completely on your own. The procedures of the university are designed to help you conduct your education long after leaving Metro U behind. They are not, we think, merely <u>university</u> procedures; they have a <u>universal</u> dimension which will help you live and learn anywhere.

In summary, by the time you have completed this course and book you should have:

1. learned skills of educational analysis and planning;
2. applied these skills to the development of a personal educational Plan and a program of activities which will help you achieve your Plan;
3. generalized these skills so you can use them long after you have left the university.

To achieve the goals and objectives of this Individualized Educational Planning Course, you are expected to:

1. study this text carefully;
2. complete all exercises and assignments indicated by your course instructor;
3. study the related materials in the appendices when instructed to do so;
4. and draft an educational program, called a DEGREE PLAN, based upon the exercises.

After you have completed the activities listed above, you will submit your Degree Plan for evaluation by faculty members in the light of the course objectives. Also, you will take a short objective

> examination designed to measure your knowledge of the university's philosophy and procedures. If your Degree Plan and results of the examination indicate you have mastered the course material, you will become a DEGREE CANDIDATE at Metro U.

The IEP text next briefly discusses competences, transcripts, learning activities, and Metro U's jargon before referring the reader to the five Basic Tenets. With this orientation, the reader then turns to the challenge of setting his or her educational goals. In this context, the IEP text (1977: 6-7) rationalizes its use of five "competence areas" as follows:

> To help you begin to conceptualize your educational program at Metro U and to set goals -- a first step in the process -- the university has identified five COMPETENCE AREAS which describe the skills and knowledge generally associated with a liberal arts education. You have already reviewed these competence areas..., for they are described in Metro U's [third tenet as "communications; community; vocation; culture, science and tradition; and avocation"].
>
> Metro U believes that being liberally educated means, first, to be able to view yourself from these diverse perspectives -- as a communicator, as a decision-making citizen, as a professional, as a recreating and developing individual; and, second, to use these diverse skills and knowledge to be a contributor to [meeting] society's needs. In other words, Metro U's educational philosophy is committed to helping you integrate your educational experiences with all aspects of your life.
>
> .....
>
> You will discover that the five competence areas are not a curriculum. They are not courses to be taken, nor fields in which to major, nor departments of the university. They are to be used, rather, as a way of looking at your life. They offer categories and vantage points with which and from which to analyze your educational development at this university. They embrace the beliefs that:
>
> - the arts of communication are central to living as well as to learning;
> - each of us needs to have a set of values or attitudes enabling us to understand and affect the community of which we are a part;
> - the liberally educated individual is prepared fully for the world of work--be it occupation, profession, career--in order to cope with the rapidly changing technological, social, and economic environment;
> - we must know how to renew ourselves in the fullest sense--physically, mentally, and spiritually;
> - we must consciously develop and mature as individuals and in relation to others.
>
> It is also our belief that you should design your education in such a way as to enlarge and enrich your capacities in each of these five areas. The purpose of this book is to help you do that. ..

After elaborating upon the five competence areas and their use in writing educational goals, the IEP text describes the nature of competences and various learning activities in detail. Students must develop at least 12 competence statements regarding prior or planned learning, as indicated in Section 4.7.

> For those [competences] you already possess, you must describe fully the measurement techniques to be used and the person(s) who will make the evaluation.
>
> For those competences you intend to acquire later, your descriptions of measurement techniques and evaluators may be somewhat less complete. It is quite understandable that, at this time, you may not know enough to be able to describe in great detail the measurement techniques you ultimately hope to use. Nonetheless, you must provide a tentative description of what seems appropriate at this time. (IEP Text, 1977:67)

The text later indicates that students must develop at least one competence statement in each of the five competence areas "in order to test [the] ability to conceptualize skills and knowledge within all five areas and gain a broad educational perspective for educational planning" (IEP Text, 1977:72). However, the text immediately reasserts the student's ultimate authority over his or her education by stating: "This is not a distribution requirement for your ultimate program, . . . for once you have achieved degree candidacy, you may modify your Degree Plan." Even in the draft Degree Plan, the student is given a good deal of freedom to decide the area under which to place certain competences. For example, certain media competences can be placed under either the communications, vocation, or avocation area.

Before the initiation of IEPC, almost two thirds of the competences included in typical Degree Plans were achieved by documentation of previous life and work experiences. However, since the initiation of IEPC, the proportion of prior competences has slowly declined to the 18% indicated in Table II of Section 4.13. The spread of prior and future competences also has shifted somewhat among the five competence areas. Vocation-oriented competences have

always been stressed by students, but early in Metro U's history the faculty encouraged students to document competences oriented towards community responsibility as well. Currently, approximately 50% of the competences are vocation oriented, while the remainder are divided about equally among the other four competence areas. The large number of vocational competences results not only from student preferences for this area, but also from the broad definition IEPC gives to the area. According to the Self-Study Report (1975:42),

> in IEPC, the vocational area is partially defined in relation to skills usually associated with the liberal arts. Students are told that they must demonstrate, within a given field or profession, that they have a sound base of theoretical knowledge applicable to an employment setting. Students seeking to become professionals must possess knowledge of the scientific, historical and scholarly principles underlying their chosen fields and must understand the technical and ethical standards of the profession. They are asked, also, to consider work as a process which matches the talents of individuals to the needs of society and, specifically, to the needs of the communities in which they live.

Most IEPC students find it very difficult to set educational goals and develop competence statements. Individualized educational planning requires more definition of self and life goals than most IEPC students have ever attempted. In fact, many prospective students express considerable fear that they will not be able to do self-directed setting of educational goals because it is a new pattern of thought. After the IEPC instructor helps students over this hurdle, many of them still have trouble stating competences, especially their theoretical co. tent. They must learn how to identify the disciplines which contain the knowledge associated with the practical competences they gained through living and working, and how to identify the literature relevant to such competences. Students also must be instructed in designing the best learning strategies to acquire new competences, in particular, when to use classroom settings and when to rely upon independent studies or internships.

In addition to receiving assistance from their instructors, each IEPC student is entitled to one paid consultation during the development of his or

her draft Degree Plan, as was mentioned in Section 4.7. "Consultants most often are permanent faculty or community faculty, but community-based resource persons not formally associated with the university may also be used. Various methods are used to match student information needs with consultant resources including curriculum fairs, group consultations, audio tapes, and one-to-one consultations outside the IEPC class situation" (Calhoun et al., 1976:11). At the end of IEPC, according to the Self-Study Report (1975:7),

> students submit a rough draft of the Degree Plan to their instructors for review. This review relates to the formalistic elements of the Plan, including the clarity and appropriateness of statements of competence, assessment methods and learning strategy descriptions, as well as to the educational content of the Plan. Typically, the formalistic elements are reviewed by the permanent faculty; the content of the program is reviewed by community faculty members and permanent faculty members having an expertise in the specific fields in which the student seeks verified competences. After the student has revised the rough Degree Plan on the basis of the recommendations of the reviewers, it is signed by the reviewers. In addition, the student must also satisfactorily complete an examination covering the basic concepts of the college. When the exam has been completed and the draft Plan submitted to the Vice President, that officer informs the student that he or she has been accepted as a candidate for the Bachelor of Arts degree.

Although students find IEPC challenging, difficult or frustrating, 80% to 85% of them complete the course successfully and become Degree Candidates. About 10% of the students withdraw from IEPC almost immediately because they decide that they are not suited to individualized educational planning. Another 5% to 10% withdraw later on in the IEPC process for various reasons, including failure to develop a Degree Plan. Any student who develops an acceptable plan but fails the IEPC exam, simply repeats the exam.

Students, faculty and staff at Metro U generally praise the IEPC and the resulting draft Degree Plans. However, when developing their draft Plans, some students tend to rely upon competence statements, Group Learning Opportunities, and faculty-designed independent studies listed in the Learning Opportunities

Catalogue, rather than going through the valuable learning experience of formulating their own competence statements and independent study plans. This tendency is attributed at least in part to student laziness and faculty preferences for GIOs, as elaborated in Section 7.0.

6.0 COMPETENCE AND ITS ASSESSMENT

Metro U administrators and faculty have put a great deal of time into developing guidelines for defining competences, measuring their achievement, and evaluating the evidence of achievement. Several detailed discussions of the subject have resulted, including IEP Text (1977: Chapters II & IV and Appendix L), Self-Study (1975: 44-52), Calhoun et al. (1976: Chapters III & IV), and Community Faculty Handbook (1977: Appendix B), as well as various administrative regulations and guidelines used by the Advising and Assessment Offices. Brief explanations of competence and its assessment also are in the Learning Opportunities Catalogue and the Independent Study Notebook along with hundreds of examples of competence statements and the means for their measurement. The following statements are taken from these documents.

> As used in the technical sense, the term "competence" means the possession of knowledge, skills and/or values appropriate to the successful attainment of a particular goal. A student proves, demonstrates, or verifies that he or she has the knowledge, skills and/or values by referring to an assessment of her or his behavior (including that which is written or said). The behavior is not the competence but should be an indication to qualified observers, that the specific competence exists and that, in an educated judgment, it would exist over time. (Self-Study, 1975: 44)

> Competence is the term Metro U uses to describe what a student knows and can do. The focus, therefore, is on learning outcomes. Students at Metro U prepare written descriptions of what they would like to learn or what they have learned in the past from life experiences. These competence statements indicate the theoretical and practical aspects of a particular subject. Also, the level of competence to be achieved by the student is stated. Examples of competence statements appear in many parts of this Catalogue. However, each student at Metro U is encouraged to develop individualized statements that reflect his or her unique learning outcomes. (Catalogue, 1977: 6)

Examples of competence statements are given in Appendices B and D of this case. Since competences can be gained from several kinds of experiential and classroom learning, Metro U also provides guidelines for the learning activities which are used to achieve the stated competences. Detailed guidelines are provided in Appendix L of the IEP Text; the following shorter version is given on pages 245-246:

1. ...You should be able to demonstrate to an expert in the field that you possess the learning which you have claimed, and such an expert should be able to objectively measure and evaluate the learning which has occured.
2. The learning should be equivalent to university-level work in terms of quality.
3. The learning should have a subject matter or knowledge base. You should not expect to receive university recognition for mere application of a manual skill or a narrowly prescribed routine or procedure. The subject matter might include theories, historical facts, basic concepts or principles, rules, laws, or other fundamental information.
4. The learning should have a general applicability outside of the specific situation in which it was acquired. Thus, it is not sufficient merely to know the specific procedures for processing personnel applications which apply to only one company. You should know some methods, techniques, procedures, skills, approaches, systems or processes that would apply in several situations.

Within these guidelines, learning activities typically are designed to involve approximately the same amount of work as is involved in a quarter-length college course giving four credits, or in multiples of such a quantity of course work. More often than not, a planned learning activity will generate only one competence, but in some cases, such as internships, several competences can result. The various kinds of learning activities are elaborated in Section 7.0.

Learning activities also must be pursued to one of three levels of competence: 1) knows, 2) applies, or 3) evaluates. On the first level, students "must offer adequate evidence to prove, demonstrate, or verify that they possess knowledge of the theory and methodology; or the history and literature; and the context of the subject of the competence" (Self-Study, 1975: 45). The university generally expects students to achieve at the second level as well. Here a student has both theoretical knowledge of a competence and can apply it in a practical situation. "Application means to be able to use the theory and methodology; or the history and literature; ...in new situations as well as routine ones, or to be able to analyze relationships, including similarities and differences. Generally, the applications...can occur both within and outside of an academic setting" (Self-Study, 1975: 45). The third level is more characteristic of graduate studies in which students are expected to master theory, practice, and the capability of

defending their choice of appropriate principles or techniques, as well as of evaluating the choices of other professionals. When a sampling of Metro U competences was examined for the Self-Study Report (1975: 46), about 20% were on the first level, 70% on the second, and 10% on the third.

When defining competences and designing learning activities for their achievement, students must take into account the Metro U process for assessing competences. According to the Self-Study Report (1975: 59):

> The assessment process at Metro U refers to the combined process of measurement and evaluation of student performance. Measurement has as its purpose, finding out how much competence a person possesses. One can measure, for example, typing accuracy, knowledge of English spelling, skill in working math problems and report these in mathematical terms. Evaluation has as its purpose, finding out the values of the measure of competence in relation to an objective or standard. Thus, a score of 30 words per minute with no errors on a typing test (the measurement) could be related to the student's objective of being able to type personal correspondence, in order for a judgment of value (the evaluation) to be made. A student typing 30 words per minute in order to meet the objective of becoming an executive secretary would necessitate a different evaluation, given a different standard.
>
> There are two types of external judges who evaluate the prior competences of Metro U students--community faculty, who are recruited and trained by university staff, and persons not affiliated with the university whom because of their expertise or their relationship with a student, are in a unique position to evaluate the student's claim to a particular competence. External evaluators must be judged to be expert in the subject area of the student's competence on the basis of the criteria noted in [Section 4.7]. Both types of evaluators play a central role in Metro U's assessment program. (Calhoun et al., 1976: 27)

The evaluator and student decide jointly which measurement technique will be used during the assessment of a competence. Six kinds of techniques are considered appropriate (IEP Text, 1977: 51-61):

1. Oral Interview. An oral interview is a face-to-face situation in which one or more examiners or interviewers ask you questions designed to obtain answers which will lead to an evaluation of your competence....
2. Written Tests. Written tests may either be in the form of objective tests or essay tests....
3. Performance Tests. In a performance test you are required to perform specific tasks in a situation designed and set up by an evaluator....

4. Situational Observation. By examining and observing your behavior in a natural setting, an expert can record what it is that you can do. The observer expert can then evaluate what you do in terms of other persons who do the same things, the rating scale relating to your level of performance on a continuum, or a check-list indicating the appropriate kinds of behaivor you should exhibit in the situation under observation....
5. Simulation Exercises. This measurement technique requires that your behavior take place in a situation that has been constructed to be as near as is practical to a natural or conceived situation. In terms of complexity and convenience, simulations lie somewhere between performance tests and situational observation....
6. Product Evaluation. This measurement technique involves the examination by expert evaluators of actual products of your work, such as term papers, diaries, paintings, plays, poems, musical compositions and other projects and work samples.

Table III indicates the frequency with which various measurement techniques were used according to the Learning-Assessment Agreement forms submitted during a sample quarter studied by Calhoun et al. (1976: 30).

Table III

Measurement Techniques Used for Prior and Acquired Competences

(percent of total competences in a 1976 quarter)

measurement technique	prior	acquired
Oral interviews or test	10%	9%
Written exam	2	38
Performance test	12	8
Situational observation	31	9
Simulation	0	0
Product assessment	20	16
Certificates/diploma	5	0
Papers/research studies	20	20
	100%	100%

Once the expert completes the evaluation and forwards a signed Learning-Assessment Agreement form to the university [as discussed in Section 4.11], the completed LAA constitutes the student's evidence of competence. In assessing the student's evidence, the Assessment Office faculty first check the qualifications of the evaluator to make certain he/she meets the definition of expert and then make a judgment concerning the sufficiency of the evidence presented by applying the standards of adequate evidence. A

competence will be included on the student's transcript only if the evidence presented in support of the competence is judged "adequate" by the Assessment Office faculty. The standards of adequate evidence are presented below:

1. With respect to the breadth and depth of the competence claimed, the evidence must be based on a measurement technique that is reasonably appropriate, accurate, and complete.
2. With respect to the breadth and depth of the competence claimed, the evidence must be based on a measurement technique that is reasonably reliable. Some commonly used methods for helping to insure the reliability of the measurement technique are: (a) observation of more than one performance, (b) observation of more than one product, and (c) use of more than one evaluator. The products or activities should be sufficient in number to persuade an impartial reviewer that they verify the claimed competence....
3. The evidence must evaluate the amount of competence possessed in relation to a specified level. The evidence must verify that the student possesses at least the level of competence indicated in the competence description; however, an expert evaluator may relate the amount of competence possessed by the student to other appropriate standards.
4. The evidence must include a statement which demonstrates the objectivity and expert qualifications of the evaluator(s) with respect to the competence which is being addressed....
5. The evidence submitted must be reasonably current.

(Calhoun et al., 1976: 20)

After Metro U developed these and other guidelines for defining and evaluating competences, the proportion of LAAs rejected by the Assessment Office fell to less than 5%. In order to reduce this rejection rate even futher, the faculty and administration are debating or experimenting with three major changes in the process. First, as indicated in Section 4.12, Metro U recently began requiring evaluations of prior competence by two experts rather than one. Second, a debate is in progress regarding the level of knowledge and skill required for competences; some faculty argue that all competences included in Degree Plans (as opposed to prior competences documented for admission) should be at an intermediate or advanced level of study because Metro U is an upper-division university. For example a student would be expected to do some field work in addition to a "basic accounting" course.

Third, many Metro U faculty members and admissions officers from graduate schools are ambivalent concerning the inclusion of recreational competences in

the narrative transcript. In isolation, these competences frequently appear less appropriate for a university education than are other kinds of competences; but, when included in transcript of 12 to 24 competences, the recreational competences usually are judged to be an integral part of the overall education for a B.A. (Harvey and Fox, 1977). Until now, "recreation" has been listed as one of the five competence areas included in Metro U's philosophical tenets. However, the faculty recently voted to combine the "recreation" area with the "personal development and social awareness" area to form the "avocation" area. A majority of the faculty felt that this combined area, effective July 1, 1978, will give transcripts a stronger image than when "recreation" is shown as a major area.

7.0 LEARNING STRATEGIES

Students at Metro U use several kinds of learning strategies and resource options to master the competences in their Degree Plans. These strategies are described in the Learning Opportunities Catalogue 1977-78 (pp. 9-13) as follows:

> Group Learning Opportunities (GLO's) are courses taught by Metro U permanent faculty or community faculty who are expert practitioners in the field. Typically, classes are small and students have an opportunity to pursue individualized objectives in most classes....
>
> Faculty-Designed Independent Studies have been developed by Metro U permanent or community faculty. Students may negotiate individual learning objectives with faculty offering most independent studies....
>
> Student-Designed Independent Study. Students are also encouraged to develop their own individually designed independent studies. This Catalogue describes examples of independent study units which students have designed in the past, to serve as a stimulus to other students for future independent study unit development. The Community Faculty Biographical Sketchbook...can be used as a resource by students who wish to identify community faculty members who can assist in the development and evaluation of independent studies. Students may also negotiate independent studies with community experts who are qualified to supervise and evaluate the learning unit. Students having questions regarding the qualifications of an individual to supervise and evaluate an independent study should call the Assessment Office....
>
> Internships. This Catalogue contains a partial listing of internship opportunities currently approved by Metro U. Additional internship listings can be obtained by contacting the Internship Coordinator....
>
> Students whose internship needs are not met by existing internship opportunities are encouraged to locate and develop their own internships. Also, depending on the internship opportunity, students could gain more than one competence per internship. Separate Learning-Assessment Agreement forms are issued for each competence. In all instances, students must contact the Internship Coordinator prior to the beginning of any internship to be sure appropriate procedures are followed and the desired competence may be obtained....
>
> Workshops are learning experiences designed to stimulate or supplement other learning strategies. ...Although most workshops will be taken for personal enhancement only, some students...obtain a competence from these learning strategies. The suggested way to do this is for the student, following the workshop, to work with the instructor (or some other qualified expert) to design an independent study, identifying additional strategies, assessment techniques and timetable. After completion of the workshop, the student would then register for a student-designed independent study and pay the additional independent study fee....

> Assessment of [Other] Competences. Adult students...often learn through non-university experiences, such as travel, work, community service, volunteer work experiences, independent study, military training, avocational insterests and courses offered by non-accredited community-based organizations. Metro U encourages its students to seek out learning opportunities appropriate to their educational goals from the vast array of educational resources available in the metropolitan community and to incorporate such learning into their degree programs.... Examples of competences gained through non-college experiences and suggestions as to how such competences could be assessed have been included under...each major subject areas section of this Catalogue.
>
> .....
>
> Recording of Learning Acquired Through Courses at Other Accredited Colleges and Universities. A Metro U students who takes a course at another accredited postsecondary institution concurrent to his or her Metro U enrollment pays tuition and fees for the course directly to the other institution. ...The student pays a recording fee for Metro U to record the course title and letter grade or certificate attained in a special section on the student's transcript.

Hundreds of examples of the various kinds of learning activities are included in the Learning Opportunities Catalogue 1977-78. In the 1978-79 catalogue, learning activities will be clustered under the following headings:

Arts and Sciences

- humanities/literature
- outdoor recreation/physical conditioning
- photography/film
- science/mathematics
- social science
- visual and performing arts

Communications

- language/languages
- mass media
- reading/writing/speaking

Business and Public Administration

- accounting
- data processing
- economics
- general management
- law
- marketing
- personnel management
- real estate

Human Services

chemical dependency
counseling
criminal justice
general human services
health care
human resources development
human services administration
mental retardation
social gerontology
social welfare services

In order to show the range of learning activities offered in these areas, Table IV lists some titles of courses under three major kinds of learning strategies.

The Fall 1977 Class Schedule for Metro U listed 142 GLOs, 119 faculty-designed independent studies and six workshops. GLOs are by far the most frequently used learning strategy--as was indicated in Table II in Section 4.13. This fact is attributed to two major causes: faculty encouragement and student preference. Some faculty members agree with the observation made by the evaluation team that visited Metro U during the 1974-75 North Central Association accreditation process:

> Faculty enjoy teaching [GLOs] because they are very much like classes taught in more traditional academic settings. It is difficult to tell if student demand is high, since faculty usually advise students positively toward choosing GLOs. With few exceptions, the GLOs are indistinguishable from the well known college course. The team saw this rapid increase in the number of GLOs as one of a number of signs of "traditionalization" of Metro U. . . . (Davis et al., 1975:15)

On the contrary, some faculty and staff members argue that the GLO at Metro U . . .

> is an alternative to a traditional course because it is taught by community faculty who bring to bear the practitioners' expertise and approach that are qualitatively different from the traditional teacher, typically with "only" an academic expertise and approach. Community faculty have been attracted to Metro U because they are interested in older students working independently, have an interest in nontraditional modes of learning and recognize the value and importance of experiential learning. (Self-Study, 1975:82)

Table IV

Titles of a Sample of Learning Activities

Group Learning Opportunities

- Art and architecture in the Midwest
- Writing for publication
- Existentialism, personal fulfillment and American institutions
- Radio and television broadcasting
- Recreational photography
- Outdoor living skills
- The historian as investigator
- Public policy issues
- Using computers in business
- Small business organization
- Basic estate planning and probate
- Wage and salary administration
- Nursing supervision
- The development of the adult: a neglected species
- Human sexuality
- Central city community planning
- Letting conflict in management work for you

Faculty-Designed Independent Studies

- Learning to give piano lessons
- Writing major projects
- Contemporary nature writers
- Immunology
- Nonprofit accounting and budgeting
- Business law II
- Marketing research
- Basic real estate
- Psychological testing
- Social gerontology
- Public school governance

Student-Designed Independent Studies

- Beginning Spanish conversation
- Travel photography
- Accounting and management information systems
- Computer languages
- Economics and American history
- Characteristics of effective managers
- Antitrust law
- Personnel management and "absenteeism"
- The role of men in pre-school programs
- The welfare system: a client's view
- How is a priest like a psychologist?
- Establishing a new human services agency

Internships

- See examples in Section 8.0

Regardless of the nature of GLOs, some faculty do encourage students to take them. Many students also prefer GLOs for two reasons. Since the GLOs are more highly structured than other learning activities offered at Metro U, some students consider them a means to avoid the self-discipline necessary to design independent learning activities or to study alone for a faculty-designed independent study. Another group of students find that GLOs are best suited to educational goals that require preparation in standardized fields. For example, one of the students whose story is sketched in Scetion 9.0 included mainly self-designed activities in his Metro U preparation to be a drug rehabilitation therapist. When he later decided to be a Certified Public Accountant, he found that standardized GLOs were the best preparation. The faculty developed recommended sequences of GLOs in reponse to student requests for standard courses in well-established professions.

8.0 INTERNSHIPS AND CAREER CHANGE

Internships are the most important learning activity for Metro U students preparing to make career changes. In addition to providing first-hand knowledge and skills, internships offer opportunities for students who are uncertain about a career choice to explore the work environments in new fields. Moreover, internships are the major vehicle which Metro U students use to obtain job placements, for after the conclusion of internships, many students are offered jobs by their internship sites.

The faculty, administration and students have found internships to be so effective as career change and job placement vehicles that the university has not felt the need to develop a job placement program. Beyond internships, Metro U offers only the career development and job hunting workshops and resource materials descibed in Sections 5.1 and 5.2. If more of Metro U's students were youths needing jobs upon graduation, additional mechanisms might be

necessary. However, 80% of Metro U's students are already employed, mainly in full-time jobs and mainly in organizations or occupations where they wish to remain.

Some of the students who are satisfied with their places of employment do use internships as a means to make career changes within those organizations. Although Metro U does not permit a student to make his or her ordinary employment assignments into an internship, the student may arrange new kinds of assignments and have them qualify for an internship. For example, an electronic technician who wanted to do personnel and affirmative action work developed a Metro U internship involving a part-time personnel assignment with his employer. After completing the internship and the other competences in a Degree Plan emphasizing counseling and personnel work, the student was able to secure a regular personnel position with the employer. In another case, a Metro U student who was a general laborer in a small company arranged an internship one day a week in the firm's accounting office. A third student was allowed to act as a post office supervisor one day each week. The Internship Program at Metro U has found these kinds of internships for career development or career change to be fairly easy to arrange with many of the large employers in the Twin Cities area. Smaller companies also will cooperate if the student and Internship Program Coordinator convince them that the student/employee will become a more flexible resource able to perform more than one job within the organization.

In addition to assisting students to arrange internships within their places of employment, the Internship Program Coordinator develops internship positions with a variety of public and private organizations in the community and then finds Metro U students to fill these positions. To make certain that the positions are relevant to the educational goals of Metro U students, the Coordinator visits IEPC classes for discussions with students regarding the kinds of internships they would like and the kinds that are already available

or easy to arrange. The already available internships are listed in a catalogue of internship positions which students can consult at the St. Paul and Minneapolis Centers of Metro U. As with most Metro U internships, the listed positions typically require 12 to 15 hours per week for a three-month period. The Internship Program also has produced a movie about internships for interested students and Metro U faculty as well as for educators in other educational institutions wishing to learn from Metro U's experience. Another aid developed by the Program is a slide-tape show of different settings where Metro U students have internships. The following examples of some internship settings are taken from the Learning Opportunities Catalogue 1977-78:

- For students interested in general public relations work, including preparing press releases and newsletter, and coordinating symposiums, internships are available at Children's Hospital and Clinic.

- Through internships at the Science Museum of Minnesota, students will be able to gain competences in anthropology, biology, paleontology, environmental and physical sciences, and future studies.

- In an internship with the DFL and Independent Republican State Offices, the student will gain experience in graph work, volunteer recruitment and scheduling, applied research, general office management and political party operations.

- An intern with the Small Business Administration Institute will serve as an external consultant to a small business, and assist the firm with its management problem solving.

- A wide range of marketing practices in the food industry may be explored by the student in an internship with Nash-Finch Company, including researching and analyzing consumer behavior, and reviewing, with the assistance of the marketing staff, all corporate data dealing with sales, promotion and profits.

- A continual evaluation and analysis of Control Data Corporation's affirmative action compliance compared to its projected time schedule will be the main activity of the intern, who will have the opportunity to learn about affirmative action procedures and human resource development.

- Students will work with the director of recreation therapy for the Golden Valley Health Center in planning and leading therapeutic recreation.

- Working with the Services Division of the Minneapolis Police Department, the intern will carry on duties usually done by sworn personnel, such as community contact and public relations as a community-police liaison, or research and promotion of public safety measures.

Each of these internships has a designated supervisor at the internship site who becomes a Metro U Community Faculty member. In order to train these supervisors, the Internship Program has developed a two-hour workshop and an Internship Supervisor Manual. As elaborated in the Manual (page 6), the supervisor is expected to perform the following tasks:

- orient student to organization
- define objectives of internship
- design strategies for achieving objectives
- monitor and coach the intern
- provide vocational guidance on career requirements and opportunities
- evaluate the intern's achievement of the objectives

The last two tasks are especially important for students using internships to prepare for career changes. By the end of an internship, the Metro U Program anticipates that the supervisor will give a student a grasp of his or her prospects in a new career line. If these prospects look good and the student is ready to change careers, he or she ideally will have used the internship to make the contacts necessary to obtain a job in the new field.

9.0 STUDENTS AND GRADUATES OF METRO U

The number of students at Metro U has risen from 500 in the fall of 1973, to 1100 in May of 1975, to 2300 in the fall of 1977. Most of these students are only part time; full-time-equivalent (FTE) students rose from 200 in 1973 to 865 in 1977 (as measured by the number of competences assessed divided by twelve). This FTE count includes the competences which participants in the Planning and Assessment Workshop pay Metro U to assess even though the participants have not been admitted to the University. Each quarter, about 1650 IECP students and degree candidates register for LAA forms as well as 100 to 200 non-degree students. As indicated by the yearly FTE figures in Table VIII, Section 8.0, enrollments at Metro U appear to have plateaued during the last two years. The university's administration anticipates that the student body size will remain about the same for the foreseeable future.

From Metro U's founding in 1972 to the present, the median age of its students at admission has fluctuated around 35 years of age. Less than 5% have been 22 years old or younger, while about 30% have been over 40 years old; the bulk of the student body is spread fairly evenly between 23 and 39 years old. In 1976, according to Calhoun et al. (1976: 7), 46% of the student body was female and only 8% were minority students. (The proportion of minority students is significantly higher than the proportion of minorities in the Twin Cities population as a whole.) Seventy percent of the students were married and over 80% were employed, mainly in full-time jobs. Most of these jobs are managerial, technical or professional in nature, with the result that the average annual income of employed Metro U students has remained above the average annual income of the local work force. Over 93% of the students in the Calhoun study were financially independent of their parents.

> Prior to enrolling at Metro U, more than half of the students (59 percent) previously attended at least two postsecondary institutions. Their experiences at those institutions were generally satisfactory, and, on the basis of grade-point averages, successful.

> Students most often cite financial problems and family or marital responsibilities as the major reasons for not having previously completed a baccalaureate degree. The three most important reasons students cite for enrolling in Metro U are: (1) to satisfy a personal desire to achieve a college education; (2) to achieve personal enrichment; and (3) to enhance vocational opportunities. The features of Metro U which are most attractive to students are: (1) the flexibility of the program; (2) the individualized educational program; and (3) the opportunity to earn credit for learning gained from prior life experiences. (Calhoun et al., 1976: 7-8)

The majority of the students concerned with vocational opportunities wish to finish their degrees for career development purposes. However, 10% to 15% of Metro U's students sought admission specifically to prepare for making major career changes. Two thirds or more of these career changers are women dissatisfied with their current career prospects.

> When asked to compare themselves with other persons their own age, Metro U students considered themselves well above average in most traits, with particularly high self-ratings in "independence," "persistence," "self-motivation" and "drive to achieve." The limited sample of dropouts indicates that students who had withdrawn from Metro U consistently rated themselves lower than the enrolled students. (Self-Study, 1975: 18-19)

The site evaluation team's interviews during Metro U's accreditation process confirmed the self-image of the students. "They are hard working, highly ambitious, upwardly mobile, and personally, professionally, and socially independent" (Davis et al., 1975: 8). A survey of Metro U's Community Faculty produced similar evaluations of the students, as is evident in Table V taken from the Self-Study Report (1975: 77). On the other hand, the Community Faculty rated the academic abilities of the students as ordinary, and even found them to be less able mathematically than typical university students. In view of these findings, it is not surprising that many Metro U students disliked traditional postsecondary education, and prefer a student-oriented institution where they may design their own educations so as to maximize their strengths and mitigate their weaknesses in an individualized manner.

Table V

Community Faculty Comparisons of Metro U to Other College Students
(% of faculty giving each rating regarding each trait)

Student Traits	Metro U Students Are Higher	Students Are About The Same	Metro U Students Are Lower	No Answer	Total
Academic ability	10%	70%	18%	2%	100%
Drive to achieve	71	27	2	0	100
Independence	82	18	0	0	100
Interpersonal skills	39	49	8	4	100
Leadership ability	45	47	6	2	100
Mathematical ability	2	51	22	25	100
Persistence	51	37	8	4	100
Self-confidence	51	39	6	4	100
Self-motivation	76	20	4	0	100
Writing ability	10	61	23	6	100

Turning from generalizations to specific cases, the remainder of this section sketches the role Metro U has played in the careers of four of its graduates. These graduates might differ from typical Metro U students in their academic capabilities, but they appear very similar in their independence and self-motivation. Here are condensations of their stories:

James E. Lukaszewski explored a number of occupations in high school during the late 1950s and at Macalester College and the University of Minnesota which he attended intermittently until 1966. He directed a dance band, did paramedical work, helped build an electron accelerator, studied chemistry, humanities and pharmacy, and assisted a coroner with autopsies. Although he liked working with specialists, he found that he did not like most of the academic courses required of specialists. In the spring of 1966, Jim dropped out of the University of Minnesota for the third time, on this occasion due to the impending birth of the first of his two children. He became a full-time salesperson in a music store where he had been working on and off part-time for years. After completing the store's management training program, he became a manager. Later, he moved to a higher management position in a music store in Illinois and then returned to

the first store to manage its band instrument division. During the 1969 recession in the music business, he changed careers to become a "detail man" selling pharmaceuticals to doctors and pharmacies.

Meanwhile, Jim became increasingly interested in public relations. For both the Illinois music store and the pharmaceutical firm, he developed promotional materials on company time, but was discouraged from doing additional work of this sort for the firms. He then turned to writing brochures on his own time for local politicians and community organizations such as the League of Women Voters, the Chamber of Commerce, and the North Hennepin Community College. Success in these volunteer efforts led to a volunteer position heading the year long preparations and publicity for a major community fair sponsored by the Brooklyn Park Junior Chamber of Commerce. He was even able to raise a foundation grant for the Minneapolis Symphony Orchestra to play at the fair and to arrange for the fair to be the second community site in the nation to exhibit the Project Apollo moon rocks. The more he was bored with his daytime sales job, the more he "buried himself" in volunteer promotional work.

In August 1972 when Jim was driving to a sales appointment, he heard president Sweet being interviewed on the radio concerning Metro U. Jim happened to be driving in front of the Metro U office when he heard that students designed their own education and receive credits for prior experiences. He stopped abruptly to investigate further and soon enrolled.

Since Metro U had not yet conceptualized the IEPC, new students were immediately assigned Faculty Advisors to assist them in developing Degree Plans. Jim's Advisor began working with him individually and invited him to meetings with her other advisees where each person told his or her story of disappointment with traditional postsecondary education and then wrote self-assessment papers and set educational objectives. Jim began to devise a Degree Plan designed to prepare him for a new career in public relations or perhaps telecommunications.

Metro U was so new that Community Faculty had not yet been recruited for Jim's areas of interest. His Advisor therefore suggested that he look under public relations in the phone book and find his own experts. The words "Metro State" (the 1972 nickname for Metro U) worked well during his first phone call and he began collecting the inputs necessary to develop an appropriate Degree Plan. Moreover, the pharmaceutical company agreed to pay Jim's tuition at Metro U and made an informal promise to move him into public relations when he finished his degree. As was permitted at the time, Jim began his learning activities within several months even though he lacked a completed Degree Plan.

Jim's complete Degree Plan finally jelled in April 1973. This plan did not include any Group Learning Opportunities because Jim had come to dislike formal courses during his earlier college experiences. Instead, the Plan combined documentation of prior experiences, with two self-designed independent studies and two internships. His Final Evaluation Committee later ignored most of the prior experiences he documented at the cost of much time and effort, and instead awarded him a number of transfer credits from his earlier college courses. (Incidents like this one contributed to the demise of the Final Evaluation Committee discussed in Section 2.0.)

Jim was unsuccessful with his initial attempt to arrange an internship with a well-known television reporter, but then used information provided by Metro U to help him become a participant in a state-run program which placed public relations interns in community agencies. The state program asked him if he would like to be a six-month intern to the Governor's Press Secretary beginning in January 1973. He jumped at the offer, which later proved to be the biggest break in his career. Although he began as an intern, he soon was given major responsibilities for the Governor's public relations. When he was completing the Governor's internship, Jim kept calling the well-known television reporter who eventually agreed to accept him for a three-month internship. Jim

also developed a sophisticated and effective brochure for a political candidate based upon a survey research project which he designed and implemented after reading books recommended by a statistics professor at the University of Minnesota. Furthermore, Jim gained competence in interviewing under the supervision of an experienced welfare agency official. From these learning activities, Jim gained nine competences, which at that time was Metro U's FTE for one year of college study. He learned and documented these competences in fifteen months while working full time--a feat he attributes to the unstinting support of his wife, Barbara.

When Jim graduated in April 1974, he asked the pharmaceutical company to transfer him to the public relations department in New York. However, the company refused because the managers who had earlier informally promised him the transfer were no longer responsible for such transfers and their replacements did not wish to make the transfer. His supervisor then agreed that Jim could hunt for a job outside the company as long as he kept his sales up during the process. Since Jim had continued to work for the Governor's Press Secretary on an informal basis, Jim told him that he was available for regular employment. In December 1974, the Governor offered Jim a full-time job in public relations and, after a reorganization Jim took over many of the Press Secretary's responsibilities.

A later reorganization and the possibility of a change of Governors prompted Jim to consider a number of new career options, including graduate school. However, in January 1976 he was offered the position of Director of Publicity and Publications in the Minnesota Department for Economic Development, one of the most respected professional jobs in public relations. He accepted the offer and, in July 1976, was promoted to be Deputy Commissioner. He also kept his public relations position because he liked the job.

In February, 1978, Jim left the state government and founded his own company, which specialized in public relations and corporate public affairs consulting. Regardless of what Jim decides to do next in his career, he is confident

that he can make the change because of the self-directed lifelong learning skills he gained from Metro U. His thanks to the University for these skills and for the documentation of his competences is reflected in his extensive activities as the first president of Metro U's alumni association.

Jane Doe grew up wanting to be a nurse because her father was a pharmacist who praised nursing. After graduating from high school in 1958, she entered a three-year training program in a hopsital upon the advice of her family physician. Jane did not seriously consider a BS in nursing because her parents were already using all of their resources to assist her two brothers with their college educations. She progressed in nursing to become the Assistant Head Nurse of an intensive care unit.

Jane married in 1963 and was divorce five years later. Becoming more career oriented, she decided that she should obtain a BS in nursing, but was told by the University of Minnesota Nursing Department that Diploma nursing was irrelevant to BS nursing. She then began taking classes in the College of Liberal Arts at the University with the intent of achieving a BA rather than a BSN. In 1968, she became a Continuing Education Instructor in critical care at the hospital where she had been working, but was increasingly bored after mastering the new position.

Jane rejected the possibilities of a BA from the University when she checked the requirements for the degree in 1970 and learned that they included a "horrendous" foreign language minimum. In 1972 when she first heard about Metro U from some of its students, she questioned her ability to handle self-directed education. However, a year later she discussed the Metro U program with a co-worker who was doing well at Metro U. She learned that Metro U had instituted IEPC and decided that she would take the course to see if she was suited for individualized and self-directed education. Jane did well in the course and found that she needed to master only a year's worth of new competences in order to graduate. In her Degree Plan, she emphasized education and media in hopes of making a career change

from continuing education in hospitals to curriculum development in media companies.

Jane's performance in IEPC and subsequent learning activities at Metro U greatly increased her self-confidence and she began openly expressing her discontent with her current job. Anticipating graduation, she began job hunting in the spring of 1975. Initially, she interviewed in media companies for curriculum development positions and in hospitals for staff development openings. She was not offered a job to her liking.

In the fall of 1975, a medical sales representative attempted to recruit her to be a medical electronics salesperson. Jane initially refused, but the national sales director for his firm convinced her that she was sufficiently talented to do well in the business world. She accepted the job and amended her Degree Plan at Metro U so that her final competence was in accounting rather than education. Since graduation in February, 1976, Jane has done very well as a medical electronics salesperson and has had job offers from several other firms. Rather than making an immediate move, however, she is exploring options in the business world before setting a new career goal. Jane plans to use the self-directed lifelong learning skills she mastered at Metro U to achieve the new goal.

Robert A. Egert entered banking in 1966 after two years of military service and two years of education at the University of South Dakota. He initially was satisfied with his progress at the bank, but after two years began looking for new positions either within the bank or elsewhere. During his job hunting process, he concluded that he would prefer finance or office management for a career and that he needed to complete his BA in order to obtain the kind of jobs he preferred. Bob noticed a newspaper advertisement for Metro U in January 1975 and liked the unstructured and non-traditional sound of the university. He was admitted immediately, but like most new Metro U students was initially frustrated by the thought pattern taught in the IEPC. As Bob became more confident, he developed

a Degree Plan which emphasized accounting, finance and communications. Eighteen months later, he graduated from Metro and stepped up his job hunting efforts.

In November 1976, Bob was asked to manage the trust operations of another bank, but shortly thereafter was laid off during a personnel cut. Because his wife had recently given birth to their first child and they were obligated to pay for a new house, he took the first job he could find in response to newspaper advertisements. He thus became an "executive recruiter" for an employment agency. Due to the self-confidence he had gained at Metro U and his conviction that he could master most new occupations by using self-directed learning skills, he felt he could master this new career. Bob in fact has done so well that the owner of the agency has asked him to consider managing the development of a new agency which the owner might finance. Like Jane, however, Bob has sufficient confidence to feel he should delay in making a decision until he has explored other options including personnel work in manufacturing firms.

Stuart S. Krick changed majors several times while attending the University of Minnesota during 1961-64. He then entered the U.S. Navy for four years, and returned to study psychology at the University. By 1971, he had accumulated 194 credits and was ten credits short from graduation. However, Krick dropped out because he was fed up with academically-oriented courses and wanted to do action-oriented work in human services. For two years, he did volunteer work at a residential home for disturbed children, and there developed a behavioral modification program with five other volunteers. Stuart also developed a proposal for a behavioral modification program for the parents of retarded children, but was unable to raise support to implement the program during eighteen months of fund raising. Again and again, funding sources would say they liked the idea, but wondered who the proposer was and disliked his lack of formal educational credentials. Eventually, other people implemented his ideas.

Meanwhile, Stuart's wife had become a student at Metro U and liked the non-

traditional environment. She discovered that Metro U had received a grant from the U.S. Department of Health, Education and Welfare to train drug rehabilitation specialists and she suggested that Stuart interview for a position. In April 1973, he was accepted with a tuition stipend and began a three-month internship at a center which worked with chemically dependent adolescents. This internship in turn led to a full-time job. Since Metro U students in 1973 could pursue learning activities without an approved draft Degree Plan, Stuart operated without one until late in the year. The Plan he did develop and implement included nine competences gained from two internships at the center--the first one under a chemical dependency expert and the second under a psychiatrist. The first internship resulted in competences in behavioral modification, chemical dependency rehabilitation, group dynamics, and proposal writing, while the second learning activity, which lasted eighteen months, included competences in interviewing, diagnosis, interpretation, transference and counter transference, and termination of psychoanalytic psychotherapy.

At the end of 1975, Stuart graduated from Metro U and sought certain kinds of rehabilitation jobs or entry to a MSW program at the University of Minnesota. Because he lacked the MSW, he was unable to obtain the jobs he preferred. Moreover, the University turned down his application because of the non-traditional Metro U transcript and his low grade-point average from his earlier studies at the University of Minnesota; the University ignored his high scores on the Miller Analogies Test and the Graduate Record Examinations. Stuart Finally became discouraged with making a self-designed career in the rehabilitation field and began exploring other career options.

Metro U had been employing Stuart intermittently to do Degree Plan reviews and to write research reports. Since he had always liked the details in this work, he decided that he should try an accounting GLO at Metro U. He enjoyed the course, and went on to develop a new Degree Plan for a Metro U degree in business

administration and accounting. Unlike his Plan for his first BA, Stuart's current plan includes mainly Group Learning Opportunities because he considers these to be the best preparation for passing the CPA exam. While completing this second BA, Stuart is teaching two IEPC classes for Metro U as a Community Faculty member.

10.0 PERMANENT AND COMMUNITY FACULTY

The founders of Metro U envisioned two kinds of faculty members--"permanent faculty" and "community faculty." The permanent faculty members would perform a variety of advising and administrative tasks in addition to teaching. These members would be selected for their talents as generalists and their commitment to the Basic Tenets of Metro U, rather than for their specialized academic education. On the other hand, community faculty members were considered to be the university's specialized and most important community resources. Ideally, they were to be employed full time outside of academe as outstanding practitioners in their chosen vocations. It was intended that the community faculty members would "transmit knowledge based upon experience drawn from the kinds of settings in which most students would be functioning for the rest of their lives" (Self-Study, 1975: 65). Most of the permanent faculty were to be full-time salaried employees of Metro U, while all of the community faculty would work only part time and be paid fees based entirely on their student load. The number of permanent faculty would be limited, while community faculty would be stressed in a manner consistent with Metro U's philosophy of using the community as its campus. Currently, Metro U has 20 full-time permanent faculty members, five part-time permanent faculty, and more than 300 community faculty. This Section elaborates upon the functions of the two kinds of faculty.

10.1 Permanent Faculty

The 25 permanent faculty members at Metro U perform a variety of tasks. Each full-time member concentrates at least half of his or her work on one task, generally advising students, and devotes the rest of the time to one or more of seven other kinds of activities. As synthesized from Calhoun et al. (1976: 7), Davis et al. (1975: 24) and the Community Faculty Handbook (1977: 5), the eight responsibilities of permanent faculty include:

- advising students on the implementation of their Degree Plans
- developing and brokering educational resources for students
- teaching IEPC and other Group Learning Opportunities
- supervising internships and independent studies
- assessing competences from learning activities and prior experiences
- giving presentations about Metro U and interviewing applicants
- engaging in research, development and evaluation activities
- coordinating the Community Faculty

In view of these extensive responsibilities, permanent faculty members have worked very hard, especially early in the history of Metro U. According to Davis et al. (1975: 24-25), a full-time advising load for early faculty members could include as many as 96 students, some of whom called their Advisors at home during evenings and weekends. However, the introduction of IEPC reduced the needs of students to consult faculty and the calls outside of working hours became rare. The maximum advisee load was then reduced to sixty, in part in response to the report of the North Central Association's site evaluation team.

Additional changes in the operation of the permanent faculty came after unionization in 1976, as discussed in Section 11.0. All permanent faculty, who had been on twelve-month contracts, were given the option of nine-month contracts; new faculty were required to take nine-month contracts. The collective bargaining contract also introduced a required performance evaluation process. This process begins with self-evaluation and includes feedback from students and administrators. Student feedback is obtained from "Instructor Improvement Questionnaires," as described in Section 14.0. To some extent, salary increases and tenure are tied to the results of these evaluations, although the student evaluations are included in personnel folders at the faculty member's discretion. When the faculty and administration developed the evaluation process, they drew upon experiences gained with similar procedures which had been developed in 1975 for evaluating community faculty.

10.2 Community Faculty

In late 1971, the founders of Metro U created a sixteen-member "Tutor-Trainee Task Force" to develop lists of possible community faculty members.

> The task force urged the college to identify major curricular areas so that community faculty could be recruited for their expertise in these...areas. Three major areas were identified: Administrative Services, Human Services, and Liberal Arts. However, the task force also urged that the community faculty thus recruited not constitute a resource pool until students' curricular interests had been carefully assessed by the college. The students' educational needs would determine the kinds of persons and resources enlisted to constitute the college's learning resources.
>
> Applicants were [to be] oriented by full-time faculty and installed as community faculty members when they could demonstrate the ability to do all of the following: work with students individually or in a group; serve as a resource in helping students define educational needs; serve as a resource in helping students develop educational goals and plan strategies for fulfilling those goals; and have each of the above culminate in the successful negotiation of a "learning agreement" for a designated study unit. (Self-Study, 1975: 65)

The task force hoped that Metro U would attract top professional, business and government leaders as community faculty. Although a few leaders did respond to recruiting efforts and media publicity, most of them did not, and Metro U turned to the larger numbers of less well-known practitioners in the community who did respond. After the permanent faculty gained some sense of student needs from their first advisees during February-April 1972, the permanent faculty and staff selected and installed 18 community faculty members in May and 21 in September. "Of the first 18, 13 had the Master's degree.... These persons included architects, personnel managers, state legislators, media consultants, etc. Of the 21 installed in September, 17 had the Bachelor of Arts and 4 had Master of Arts" (Self-Study, 1975: 65-66). Every few months, additional community faculty were recruited, until it became evident that new procedures were needed to more carefully select and train these faculty. There was little question that the community faculty recruits were experienced practitioners, but some of them proved to be marginal instructors.

In June 1974, Vice President Douglas Moore "organized the community faculty into three cohorts: Administrative Services, Human Services, and Liberal Arts

Arts (including Art, Humanities, and the Social and Natural Sciences)" (Self-Study, 1975: 66). As indicated in Section 11.0, these conferences also included permanent faculty members and a few student representatives. The conferences were to recruit new community faculty members, screen new ones recruited by students, and orient the new faculty in cooperation with the Metro U Office of Learning Resources. In July 1978, the three conferences are being changed to four "Academic Centers" including: Arts and Sciences, Communications, Business and Public Administration, and Human Services.

Early in their history, the conferences elaborated the selection criteria for "experts" enumerated in Section 4.7. In addition to being approved by one of Metro U's conferences, a community faculty applicant must attend a two-hour orientation meeting and submit a biographical sketch for the Community Faculty Biographical Sketchbook. Community faculty also are asked to specify one or two of four kinds of services which they would prefer to provide. According to the Community Faculty Handbook (1977: 6-7), these services include: 1) instruction in Group Learning Opportunities and independent studies, 2) assessment of both prior competences and competences gained while the student is enrolled in Metro U, 3) assistance to students in developing or amending Degree Plans and to the Individualized Educational Planning Office in reviewing the Plans, and 4) supervision of internships, contributions to workshops, and availability as a resource person to help meet special ad hoc needs.

> In 1975, the Coordinating Committee [of the conferences] established a task force to develop procedures for evaluating community faculty. Evaluation procedures and forms were developed (or refined) to be used for Metro U's instructional community faculty. Systematic evaluations have been done on all Metro U instructors, including community faculty instructors. The Office of Learning Resources has also developed a formal annual evaluation of community faculty and the results are used to determine whether community faculty members would be retained for the following year. (Report to North Central Association, 1977: 8)

The Office of Learning Resources also has developed a series of training programs for community faculty, which permanent faculty may attend as well. In

addition to the two-hour orientation sessions which began during 1974, the Office has more recently started workshops on teaching skills, internship supervision, Degree Plan consultation, assessment of competences, and IEPC instruction. There are no set formats for the workshops; each workshop trainer designs his or her content. The consultation, assessment and IEPC workshops are required of community faculty who wish to list these services in the Sketchbook. Table VI indicates the number of community and permanent faculty who attended the workshops during the 1976-77 school year. Community faculty also were invited to monthly breakfasts which included all Metro U faculty and executive officers. Furthermore, the Office of Learning Resources published a monthly Community Faculty Bulletin to complement the university's newspaper, Catalyst, in keeping the community faculty informed.

TABLE VI

1976-77 Attendence at Training & Development Workshops for Faculty

number and content of workshops	number of community faculty	number of permanent faculty
4 two-hour community faculty orientations	64	7
3 two-hour convocations with Metro U president	138	63
7 six-hour Saturday workshops on teaching skills	122	17
5 two-hour workshops for IEPC instructors	50	19
3 two-hour workshops on consultation	73	7
11 two & one-half hour assessment workshops	111	41
1 three-day workshop on individualize education	64	7
Approximate Total Number of Faculty	300	25

As already mentioned, community faculty are paid a fee for each student they assist. IEPC teachers are paid $49 per student--$37 for teaching and $12 for individual counseling. The fee for other GLOs is $37 per student for the first ten students and $30 for each additional student up to 30; GLOs average 15 students and no extra fee is paid for classes larger than 30. For independent studies and internships, community faculty receive $37 per student, while the fee is $11 per competence for [illegible] Degree Plans, and $5 per Degree Plan review.

11.0 GOVERNANCE AND ADMINISTRATION

The founders of Metro U not only gave community faculty and students central roles in designing and implementing educational plans, but also in the governance of the university. The initial government even included support staff on an equal footing with executive officers in a town meeting approach. However, internal and external pressures forced Metro U to change first to a representative form of government, and then to an advisory form with power in the hands of the executive officers. The major forms of governance in Metro U's development are described in the following sub-section, which precedes a sub-section on the administrative organization of the university.

11.1 Development of Metro U's Governance

The first three stages in the history of Metro U's governance are sketched in the Self-Study Report (1975: 126-128) as follows:

> The first system of college governance established by an interim constitution drafted in 1972 was a College Assembly consisting of "all individuals making up the five components of the College" [students, permanent and community faculty, administration, support staff, and the association of alumni and friends]. This College Assembly was established in an attempt to implement something close to direct democracy. Each of the five components in the Assembly exercised all of its rights and responsibilities and participated in college decision-making through the Assembly. There were no separate faculty or student senates, assemblies or other organizations. The Assembly was the principal agency for component participation in all facets of college governance.... The college community would participate in a democratic, decision-making process. It further assumed that governance authority (parts of which are often maintained by particular components of a college) was shared by the entire college community.
>
> However, the College Assembly approach to governance did not work. Many people within the college community were and are committed to the particular philosophy with which it is associated and which it attempted to implement. Persons' inability or unwillingness to be involved in the governance process led to the failure of what was generally accepted to be a desirable experiment. For example, only 16 members of the college community (out of approximately 400) attended the Assembly meeting of January 11, 1973 and only 33 members of the college community (of slightly greater possible total) attended the Assembly meeting of September 28, 1973. Of those people attending, the administrative and permanent faculty components comprised the majority of the attendees. In spite of mass mailings and

similar notices, it became clear that there were not substantial numbers of people in the college community who were interested in Assembly business. Another factor which led to the abolition of the College Assembly and the establishment of the initial Governance Council was the cost involved in duplicating and mailing governance related materials to the college community.

In 1973, the Assembly was replaced by the initial Governance Council which was more successful in inducing participation and enacting policy regulations. This first Council consisted of 21 representatives of the different components of the college [including seven students, four permanent faculty, three community faculty, three administrators, two professional support personnel, and two members of the College Association]. The Council continued to have the same duties, rights and responsibilities of the Assembly; meetings were held monthly; standing committees functioned in an advisory capacity to the Council; and regulations were reviewed and promulgated. In fact, the most significant college regulation to date was adopted by this initial Governance Council (College Regulation 10 [introducing the IEPC]) after committee and component discussions and following a public hearing on January 31, 1974. College Regulation 10 was the first comprehensive statement in regulation form of the educational process at Metro U. Administrative procedures were promulgated by the President to implement this regulation.

The initial Governance Council, however, was also not able to meet the college's objective to involve considerable numbers of community members in governance business. More participation did occur and more information on college processes and procedures was available. However, attendance at meetings of the Council was sporadic and the lack of a quorum at a number of meetings left certain important business pending indefinitely. More importantly, many people felt that their participation was pro forma.

The [second] Governance Council evolved during the summer of 1974, when a Code of College Regulations and a Code of College Administrative Procedures were developed, one aspect of which dealt with the make-up of the Governance Council and the various college committees. The Code changed the size of the Council from 21 to 36, particularly increasing the involvement of the already significant College Association.' The [second] Governance Council [was] generally considered more succesful than its predecessors. Individuals [participated] as they desired. Members of the components [could] indicate an interest in participating in governance by having their names placed, by component, on a list of governance participants. Meetings [were] announced and open to all. Council members and nonmembers [were] heard and their ideas considered. Committee membership [was] broadly dispersed throughout the components and committees included Educational Policies, Fiscal and Administrative Services Policies, Personnel Policies and Recruitment, Student Grievance Board, Elections, Constitution Drafting, and Accreditation. Attendance at Council meetings [was] excellent and the quality of participation substantially improved.

Metro U's development of a viable participative government came abruptly to an end when the faculty of several other Minnesota State Universities unionized

and demanded a system-wide collective bargaining agreement. The permanent faculty of Metro U and some other elements of the State University system fought for a settlement which would leave each university free to develop its own agreements. This approach would have allowed the permanent faculty to work out an arrangement with the other components of Metro U which might have allowed the continuation of the College Council format. However, the Minnesota Supreme Court ruled in favor of a system-wide agreement, forcing the permanent faculty to abide by a much more traditional system-wide governance pattern. In this pattern representatives of the faculty union periodically "meet and confer" with each university's executive officers, but the officers and in particular the president have explicit final decision-making power over all matters except a few designated in the collective bargaining agreement.

In order to maintain a semblance of their former governance system, the permanent faculty and administration decided that each of the components in the Metro U community should create organizations which would send representatives to meet with the executive officers periodically. Currently, representatives of the permanent faculty, who are part of a state-wide local of the National Education Association, confer monthly with the "management team" of the administration. Representatives of the unionized support staff also meet monthly with the administration. Since Metro U's students did not have a student organization, one was constituted in March 1978. The first Student Executive Council was elected in May 1978. The Student Constitution calls for at least six "meet and discuss" sessions with Metro U's president each year. A community faculty organization is being created as well, and its representatives will meet with the management team quarterly. Finally, the officers of the Metro U Association of Graduates and Friends have for several years been meeting with top administration officials on a regular basis; this practice will continue. On its side, the management "meet and confer" team consists of five persons: Metro U's President, Vice President, Director of Administrative Services, and the Assistants to the Vice President and Director.

The president has the ultimate say on any decision.

Unlike some other universities in the state system, the Metro U permanent faculty union has proved productive. According to interviewees from the faculty, the permanent faculty now take more time to think through their positions on issues before sending their representatives to meet with the administration than they did under the College Council governance format. The union of support staff also has found the current governance system satisfactory. Although the administration now holds more formal power than under the Council format, the administration is reported to have continued being responsive to inputs from faculty, students and staff. The result is continued feelings in the Metro U community that it has a responsive government. Concrete evidence of this feeling is the fact that no grievance has been filed to date.

11.2 Administrative Organization of Metro U

> The President opted for an [administrative] structure which is perhaps the most traditional element in the cluster of ideas and processes making up the college. ...To some extent, at least, the President's decision reflected his conviction that it would be easier to achieve acceptance of an experimental education program if the administrative structure did not depart too drastically from that of other state colleges within the State College System. Agencies and institutions external to Metro U...tend to identify a college with its administration. That is to say, while such agencies and institutions can accept --more or less--a nontraditional education program, it is difficult for them to comprehend an institution if its administrative organization varies too greatly from the norm. They will not, in such a case, understand the allocation of responsibilities and accountabilities. For this reason, it has been important for Metro U administrative titles to correspond roughly with those used in other colleges in the state and for key functions (particularly in fiscal administration) to be performed by individuals whose duties were generally comparable to those of similar individuals in other colleges and state agencies. (Self-Study, 1975: 114)

Despite this conservative approach to developing an administrative organization and procedures, Metro U encountered substantial difficulties according to the Self-Study Report (1975: 138):

> The need simultaneously to plan and operate a unique institution within an established state bureaucracy, the lack of an adequate

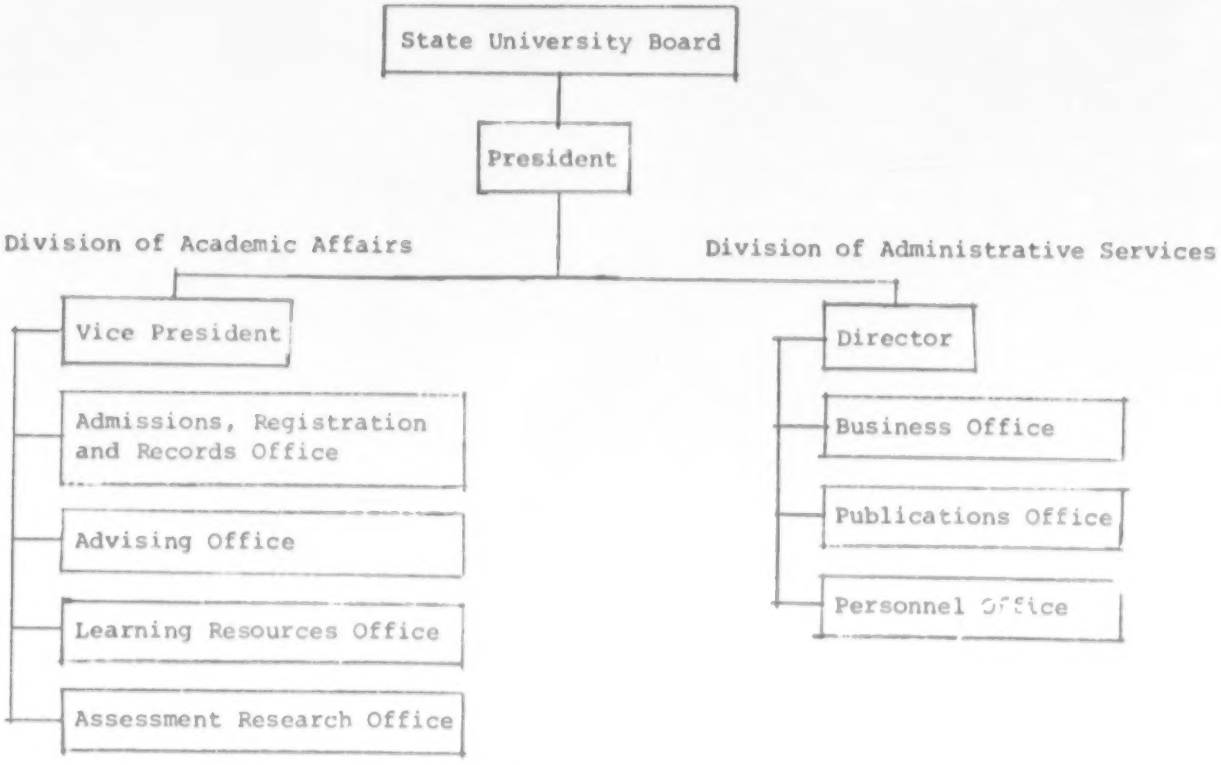
in-house accounting staff, the need for unconventional procedures both at the college and state levels, frequent modifications in the academic program and the rapid growth of the college resulted in a confused business operation during the first two years. Systems were cumbersome, procedures were awkward and policies often were developed as problems appeared. Some necessary procedures, such as payments to community faculty, were new to state government and took months to implement and perfect. Metro U's business and financial administration required time to develop; very often, progress was made by experience and by trial and error.

Substantial progress has been made in the past year toward refining and improving the college's administrative procedures. As staff members have gained experience working with procedures that are unique to Metro U, efficiency has improved. Effective working relationships have been developed with the state agencies with which Metro U must interface.

Since this statement was written in 1975, Metro U has continued to refine its administrative organization and procedures with few major changes. The broad outline of the current administrative organization is pictured in Table VII.

TABLE VII

Metro U Administrative Organization 1976-78



Among the offices shown in Table VII, the Advising Office is described at length in Section 5.1, while the Assessment and Research Office is mentioned as the Assessment Office in Sections 4.14 and 6.0. The Learning Resources Office coordinates the learning activities described in Section 7.0 and compiles the Learning Opportunities Catalogue and the Class Schedule, as well as housing the Internship Program (Section 8.0) and the workshops for training community faculty (Section 10.2). Furthermore, the Learning Resources Office manages the brokering of other community resources discussed in Sections 12.0 and 13.0. The functions of the other offices pictured in the Table are self-explanatory.

Metro U also has included the three quasi-adminstrative units, called the "Academic Conferences," which have worked closely with the Learning Resources Office. As mentioned in Section 10.2, these Conferences were first proposed when the 1972 "Tutor-Trainee Task Force" was developing a list of possible community faculty members. The concept was then implemented during the summer of 1973. When the conferences become "Academic Centers" in July 1978, they will continue to operate as they have been doing. The Conferences are described in the Community Faculty Handbook (1977: 5) as follows:

> The Academic Conferences . . . recruit, screen and evaluate Community Faculty; organize and develop courses, independent studies, and other learning opportunities; and develop new learning opportunities. Membership on the Conferences includes permanent faculty, students, and Community Faculty appointed by the Director of Learning Resources. [Faculty] questions about academic matters (e.g., course or independent study proposals, selection of textbooks, Community Faculty members who share [the same] interests) are addressed to the Conference Coordinators . . .

One other administrative mechanism at Metro U deserves mention. Under continuing pressures from the State University System to develop more traditional administrative procedures, President Sweet and his administration decided to introduce Management By Objectives (MBO)

> In Spring 1976, a consultant team visited Metro U to help implement the MBO system. . . . The consultant team returned to Metro U in Spring 1977 to conduct a three-day seminar for faculty and support staff. The MBO system represents a major commitment by the University

> to a formal system of management accountability. Because of Metro U's success with the MBO system, the State University System (Chancellor's office and other six State Universities) will implement an MBO program in FY 78. (Report to the North Central Association, 1977: 15)

Following the MBO system, each Metro U office undergoes a "Program Review" each year as part of its budget preparation. Moreover, the Metro U administrators and support staff all use "Performance Evaluations," although these evaluations are less formal than the evaluations of the permanent and community faculty. The MBO system clearly has improved relations with the State University System, but it remains somewhat unpopular with the Metro U staff. In many other ways as well, the State System continues to pressure Metro U to become more traditional. Thus, the warning given by the 1975 site evaluation team (Davis, pp. 34-35) from the North Central Association remains valid:

> State Board regulations, such as those determining student load, are tied to the customary student credit hours generated, and adapting those formulas for Metro U has not always been easy nor advantageous to the College. Moreover, with a number of sister institutions in the state, all of which are larger, the pressure is constantly on Metro U to devise its measurements in such a way as to be compatible with how the other colleges measure. This constant pressure continually pushes Metro U to become more like the existing colleges. Much greater effort will need to be expended to sustain Metro U's truly innovative character, especially in important areas like finance and resource distribution.

12.0 FINANCES AND FACILITIES

Metro U began with a $300,000 two-year allocation from the Minnesota Legislature for Fiscal Years (FY) 1972 and 1973. During those two years, the university also was able to raise over $650,000 from foundations and federal agencies as discussed in the Section 2.0 history of Metro U and shown in Table VIII. This Table, which summarizes Metro U's income, expenditures and enrollments for FY 1972 through FY 1978, also indicates that foundations and federal agencies reduced their support to a low level after the first two years. On the other hand, the Legislature increased its allotment to $1,750,000 for the next biennium and has maintained approximately the same level of support since then. Similarly, student tuition and fees rose to the $350,000 range per year and then plateaued except for increases due to inflation. Current tuition and fee charges for Minnesota residents are as follows:

Admission to Metro U	$10
Basic Quarterly Tuition for registration	32
Tuition per Group Learning Opportunity	48
Tuition per Independent Study	48
Tuition per Internship competence	48
Individualized Educational Planning Course	48
Assessment of Prior Learning competence	32
Assessment of Other Learning competence	32
Recording of Other Institution Learning	7

Thus, the total cost to a student for obtaining twelve competences from learning activities during four quarters would be $704.

Metro U's allocation from the Legislature initially was not tied to the size of the student body. In 1974, however, the State University Chancellor's office began recommending to the Legislature that Metro U's support reflect the size of its full-time-equivalent (FTE) enrollment. The amount of support per FTE (12 competences documented) was rather arbitrarily pegged to the amount that was then being provided if the total Metro U allocation was divided by the number of competences divided by twelve. Consequently, the allocation to Metro U per FTE is lower than the allocation to other State Universities, although exact comparisons

TABLE VIII

Summary of Income, Expenditures and Enrollments for Metropolitan State University*

	FY 72	FY 73	FY 74	FY 75	FY 76	FY 77	FY 78**
A. Income							
From State	$130,344	$169,656	$ 850,000	$ 924,741	$1,159,006	$1,042,509	$1,026,783
Tuition & Fees	23,473	190,479	218,430	316,856	379,268	649,612	702,658
Grants & Gifts	191,728	473,024	-----	31,500	***	***	***
Total	$345,545	$833,159	$1,068,430	$1,273,097	$1,538,274	$1,692,121	$1,729,441
B. Expenditures***							
Salaries & Fringes	$271,370	$575,731	$ 643,115	$ 852,511	$1,028,136	$1,062,399	$1,141,941
Community Faculty	17,376	108,081	146,060	172,822	191,170	260,831	303,782
Rents and Leases	12,660	42,289	67,448	77,200	145,704	108,521	115,447
Other	44,138	81,270	205,556	151,250	173,264	260,370	168,271
Total	$345,544	$807,371	$1,062,179	$1,253,783	$1,538,274	$1,692,121	$1,729,441
C. Average Full-time-Equivalent (FTE) Enrollment****	101	290	458	804	---	872	867
D. Average Expenditure Per FTE at Metro U****	$3,421	$2,872	$2,319	$1,558	---	$1,940	$1,995
E. Percentage of Annual Metro U Expenditure Covered by Student Tuition	7%	23%	20%	25%	24%	37%	40%

* Compiled from pages 140-141 of 1975 Self-Study and from Business Office records.

** Estimated Figures.

*** The Income and Expenditure figures for FY 76 - FY 78 do not include grants of $62,272 in FY 76, $44,683 in FY 77 and $8,000 in FY 78.

**** Since the definition of a FTE student has been changed several times, the data in lines C and D are not exactly comparable. Major changes happened during FY 76.

are difficult because the other universities use a very different allocation formula. Since Metro U's FTEs have plateaued during the last three years (as shown in line C of Table VIII), the allotment from the State has remained fairly constant. The Metro U administration and faculty feel that the current allocation formulas do the university an injustice not only because they give less support per FTE than is given to other State Universities, but also because the procedure of tieing funding to competence production does not take account of Metro U's unusual non-FTE producing activities such as advising, counseling, and generation of learning resources. The Metro U administration therefore wishes that the Chancellor's Office would determine the university's allotment on some basis other than FTEs.

In the Self Study (1970: 141), Metro U's per student costs for FY 75 were 84% of the per student expenditures in the rest of the State University System. Continued lower expenditures at Metro U in part reflect the university's policy of using community resources for most of its facilities rather than building and maintaining its own campus. To house the administration and permanent faculty, a central coordinating center has been developed in St. Paul. A permanent "community-based learning center" also has been established in downtown Minneapolis where many of the administrators and faculty from St. Paul go one or two days a week to assist students who have difficulty going to the St. Paul center. In addition, Metro U rents classrooms on a year round basis from Bethlehem Luthern Church and the Franklin Community Libraries in Minneapolis, while Northern States Power donates substantial amounts of space. Otherwise, classes are held where and when space is donated or can be rented at low cost. "Classes are held in libraries, community centers, state buildings, business offices...and even instructors' homes throughout the metropolitan area" (Community Faculty Handbook, 1977: 4).

For little or no charge, Metro U students and faculty can use the libraries

and library systems of about three dozen postsecondary educational institutions and city or county governments in the metropolitan area, including the University of Minnesota's system. All told, these libraries contain over ten million volumes. Furthermore, through internships and independent studies, Metro U students gain access to equipment and laboratory space required to study certain sciences and occupations. Early in Metro U's history, most of these community resources were loaned to the university free of charge. Most community institutions continue to cooperate with Metro U, as indicated in Section 13.1, although many institutions now charge Metro U some rent.

The Metro U administration and faculty continue to spend substantial amounts of time maintaining access to existing community resources and developing new ones. Some administrators and faculty are convinced that the effort expended is less than that which would be necessary to build and maintain a traditional campus. On the other hand are administrators and faculty members who think Metro U should develop its own campus. They point to instances of very marginal classrooms, e.g., adults using a kindergarten room with no blackboard, and to the fact that institutions which donate space sometimes withdraw it at the last minute for their own use. In the Self-Study Report (1975: 146), the administration and faculty did propose to establish a number of "community-based learning centers" to relieve the shortage of high-quality classrooms. However, except for the spaces at Bethlehem Luthern Church, Franklin Community Library and Northern States Power, the rental costs of creating permanent centers have proved to be so high that "the university has found it more economical to rent classroom space on an 'as needed' basis" (Report to North Central Association, 1977: 10). Similarly, Metro U has continued to rely upon other institutions for its library facilities despite the wishes of some faculty and administrators to start building a permanent Metro U collection. This disagreement concerning the reliance on community library resources is elaborated in Section 13.1.

13.0 COOPERATION WITH AND ACCEPTANCE BY OTHER INSTITUTIONS

One of Metro U's Basic Tenets discussed in Section 3.0 is reliance on community resources. Because Tenet IV is the principle which underlies many of Metro U's unusual cooperative arrangements, it deserves repeating:

> The university believes that whenever appropriate, students should use community resources, including human resources and events controlled by agencies and organizations external to the university, to achieve their educational goals.

The founders of Metro U envisioned diverse ways in which the university could rely on the community for learning resources. Moreover, since Metro U was conceived as an upper-division institution, its founders anticipated the need to articulate closely with the six community colleges in the metropolitan area. Articulation with graduate schools and employers also was a central concern for the founders when they conceived a narrative transcript radically different from traditional credentials. This Section elaborates upon these three areas of acceptance and cooperation.

13.1 Reliance on Community Resources

The reliance of Metro U on Community Faculty is sketched in Section 10.2, and the use of classroom space in other institutions is the subject of the preceeding section. Other ways in which Tenet IV has been and can be applied are given in "Community Resources" sections in the IEP Text (1977: 41-43) and the Community Faculty Handbook (1977: 22-24), which makes the following statement:

> The Twin Cities metropolitan area has many institutions of post-secondary education offering a great variety of learning opportunities. Students who are interested in taking courses or other programs of study should refer to the various institutions' catalogues which are available in most public libraries and personnel offices of large corporations. On the other hand, the entire metropolitan area is itself a vast learning resource with its people, materials, events, and activities. Think about the park systems, the libraries, the museums, the sports and cultural events, the governmental structure, etc.... Metro U encourages students to seek out and use community resources, as the university may not provide all of the resources which students may identify as significant for their educational programs. Information on nonformal community resources is available

> in the area's newspapers, most public libraries and the Metro U Centers. Many community resources have been indexed in "The MILL" (Metro Information and Learning Library) which is located in the Minneapolis Learning Center [of Metro U].
>
> It is important to understand why the university places such emphasis on the utilization of learning opportunities outside its own sponsorship. The diversity of formal and experiential learning opportunities noted above provides a dimension which enhances individualized learning immeasurably. More significant, perhaps, is our conviction that it does not do students a service to create a dependence on the university for educational stimulation. The best way for students to become independent, life-long learners is to become comfortable with seeking their own opportunities and making their own judgments as to the value of the opportunities.
>
> ...Since Metro U does not maintain its own library, perhaps the most important of [the external learning] resources are the many libraries, general and specialized, in the metropolitan area. Students should become familiar with the resources of their neighborhood libraries, their affiliations with other libraries, the services which they can provide through inter-library loan and MINITEX, and their special resources and collections. Unusual, professional, technical and rare materials may be available in specialized libraries such as the Hill Reference Library, the Department of Education Library, the Minnesota Historical Society Library, and others. The MINITEX system permits the vast resources of the University of Minnesota Library and of other libraries to be shared through a unique teletype system. The MELSA system permits any resident of the seven-county metropolitan area to borrow materials from member libraries. Additional information about the MELSA and MINITEX systems is at the end of this [Handbook].
>
> Other external learning resources include the great variety of civic and service organizations which use volunteers and provide training in specialized skills; corporation personnel officers who must anticipate changing manpower needs; historical, cultural or hobby societies which specialize in particular types of activities and information; and professional organizations which maintain and monitor standards for certification. The range of external learning resources is limited only by individual imagination to devise means of taking advantage of the opportunities!

In view of the independent and assertive nature of Metro U students and the diversity of community faculty members, Metro U has used community resources extensively. This is evident from the range of learning activities listed in the Learning Opportunities Catalogue and the Independent Studies Notebook. On the whole, individuals and organizations in the community have been most willing to cooperate when asked. This spirit of cooperation has been especially strong in the business and industrial community. Large firms in the Twin Cities provided

much of the university's classroom space in the early days and helped obtain foundation grants as well. Furthermore, many firms continue to give their employees some released time to be students or community faculty at Metro U. Other kinds of organizations also have been sufficiently helpful so that the university has felt no great pressure to change its policy of reliance on community resources.

Despite its general success, however, the policy has proved debatable in one area of application, namely, library resources. Some faculty think that Metro U should develop its own library rather than rely so heavily on the libraries of other institutions. They feel somewhat impaired in their teaching because they sometimes are unable to arrange reserve shelves at libraries for Metro U classes and because the libraries with the best resources sometimes are long distances from the sites where classes are meeting. Moreover, some of the libraries are unwilling to give Metro U students and faculty study carrels. Other faculty respond that undergraduate courses like those taught at Metro U can be designed in a manner which minimizes the need to use libraries. For example, an introductory constitutional law course can be taught mainly with existing textbooks just as well as with primary documents.

The Metro U students appear to be much less concerned by the library situation than the faculty. In a Self-Study Report (1975: 89-90) survey, 71% of the students were completely satisfied with their access to libraries because they typically visited libraries only once or twice a month and were inclined to buy books for their own libraries rather than borrow books. This inclination results from the fairly high incomes which most Metro U students are making and from the fact that all of the learning activities taken by Metro U students are self-designed or self-selected to meet self-designed educational objectives. Consistent with the Basic Tenets of Metro U, most of the students accept that in order to continue their lifelong self-directed learning after leaving Metro U, they must learn to draw on resources in the community which are not especially packaged for them.

13.2 Metropolitan Consortium in Competence-Based Education

During the conceptualization of Metro U, its founders assumed that some adults who liked its principles and wanted a self-directed, competence-based education (CBE) would lack sufficient college credits and documentable prior experiences to gain admission to Metro U as upper-division students. Instead of referring these adults to traditional postsecondary institutions, the founders wanted to send them to CBE programs at the community college level. Shortly after Metro U admitted its first students in February 1972 and verified the assumption that some other applicants had insufficient credits and prior experience, President Sweet began promoting CBE to the executive officers of the six community colleges in the Twin Cities region. He and his administration proposed a cooperative program involving Metro U and the six schools in which each college would develop a CBE program with the assistance of Metro U. By April 1973, a proposal for the cooperative venture was developed by Metro U's Vice President George Ayers and submitted to the Fund for the Improvement of Post-Secondary Education (FIPSE). Supporting statements for the proposal were included from the presidents of all six colleges: Anoka-Ramsey Community College, Inver Hills Community College, Lakewood Community College, Metropolitan Community College, Normandale Community College, and North Hennepin Community College. FIPSE awarded $445,630 to the seven schools for a three-year consortium project beginning July 1, 1973. The project's development during the next eighteen months is reported in the Metropolitan Consortium report (1976: 6-9) as follows:

> In July 1973 the presidents adopted the by-laws that formally created the Conference of Metropolitan Minnesota Colleges. The purposes of the Conference as stated in the by-laws are:
>
> 1. To implement Grant No. OEG-0-73-6445 funding proposal "Developing a Metropolitan Consortium in Competency-Based Education;"
> 2. To promote cooperation and understanding among member institutions;
> 3. To promote new ways of meeting the higher education needs of Minnesota citizens.
>
> Policy for the Conference and consequently the Consortium, is determined by a Board of Control composed of the seven college

presidents. Dr. Sweet was the first chairperson of the Board of Control. The Conference was formally receognized by the State University Board on November 20, 1973 and the State Board for Community Colleges on December 11, 1973.

The project director...was employed in the winter of 1973. Project associates, one assigned to each of the six community colleges, were employed in the spring of 1974. ...The summer and fall of 1974 comprised a developmental, organizational and orientation period. Project staff utilized this period to become familiar with the Metro U model and faculty, staff and procedures at the community colleges. ...It became evident during this period that there was not agreement among the institutions concerning the basic model and procedures to be implemented on each site. ...In its 1974 August and October meetings, the Board of Control determined that assessment of prior competences should be centralized and performed by the project staff. Additional space [which Metro U rented in St. Paul] was secured to house this function. The Board defined the CBE Model to be used as follows:

> The Metro U competency-based education model is to be used for a CBE program at all colleges within the Consortium until the end of the project with the following stipulations:
>
> 1. Each college reserves the right to develop and implement additional CBE models;
> 2. A student who chooses to earn the Associate Degree must satisfy the degree requirements that have been established by the college granting the degree. A college may wish to modify degree requirements for the CBE student;
> 3. The faculties of the Consortium colleges will be involved as primary sources for instruction and assessment;
> 4. Each college reserves the right to control admission to CBE programs;
> 5. The Consortium Assessment Service will evaluate prior learning experiences for those students entering CBE programs.

By the end of the fall quarter 1974 all project staff had become thoroughly familiar with the Metro U model. All staff members had taught in the Individualized Educational Planning Course (IEPC) at Metro U two or three times. At least two faculty members from each participating community college had taught this basic course at least once. By the winter quarter of 1974-75 the first students in the Consortium program were enrolled at each community college.

From this point on, each of the six community colleges evolved its own CBE by making adaptations in the Metro U format. The Metropolitan Consortium report describes these adaptations in such areas as: basic tenets, admissions procedures, IEPC and Degree Plans, required distribution of competences, assignment of credits to competences, and transcripting. The leadership and administration of the

cooperative project also changed with the focus shifting from Metro U in the State University System to the community colleges in the State Community College System. Beginning July 1, 1975, all project staff members were employed by the Community College System and the project's offices were moved from Metro U to an independent site. This site also housed the Assessment Service Center, which performed centralized function of assessing prior competences.

During the first five quarters of the CBE programs, the six colleges admitted 814 students to their IEPC classes. These students were very similar to Metro U's students in their demographic characteristics (Metropolitan Consortium, 1976: 63-76). For example, their median age was 34 and only 4% of them were 22 or younger. Almost 90% were employed at least part time, and 76% worked thirty hours or more per week. Their resulting annual incomes averaged $15,000, earned mainly in technical, managerial and professional jobs. Only 20% of them were dissatisfied with their current employment.

Twenty-two percent had never studied for college credit before entering a CBE program, while another 45% had accumulated 1 to 45 previous quarter credits. Another 28% had 46 to 89 credits, and the remainder had over 90 credits. Most of the students first heard about the CBE programs through faculty, administrators or students at Metro U. In fact, several of the colleges made little effort to publicize their CBE programs because they were considered experimental. The students in the community college programs were attracted to CBE for the same kinds of reasons that Metro U students turned to the university:

> (a) the opportunity to earn credit for learning gained through prior life and work experience, (b) the opportunity to earn a degree while employed, (c) the individualized approach, and (d) the independence allowed. The educational objectives which students sought through the CBE programs were (in order of importance) (a) to attain greater personal enrichment and development, (b) to satisfy a personal desire to have a college education, (c) to improve chances for increased income, and (d) to meet academic requirements necessary to enter a profession and/or graduate school. Most students enrolled in a particular CBE program because of convenience of location and because it was the only competence-based program they knew about. (Metropolitan Consortium, 1976: 68)

The Degree Plans developed by the students in the CBE programs at the community colleges consisted mainly of prior competences. On the average, only 25% of the competences were to be obtained by planned learning activities and half of the Plans actually included no future competences. Unlike Metro U's students, who generally defined competences which combined knowledge and applications, half of the competences defined by the community college students involved only a knowledge component. Moreover, the community college students relied much more heavily on community college courses for their planned learning activities than Metro U students relied on Group Learning Opportunities. Whereas 15% to 20% of Metro U students drop out of IEPC, 25% of the community college students did not complete the course. Those who did complete it were like their Metro U counterparts in finding IEPC to be a difficult but excellent learning experience. Similarly, the community college students had little trouble finding learning resources in the community and were satisfied with the implementation of their programs. Although the Assessment Service Center rejected many of their competences when they were first submitted, the students usually were able to edit their competences and obtain additional documentation to make them acceptable.

> In terms of the students' self-perception, CBE participants rated themselves above average in self motivation, drive to achieve, leadership ability and academic ability. In contrast, the students rated themselves only average in mathematical ability and interpersonal skills. During the interview process, many students indicated that the CBE programs were particularly well suited for self-motivated persons with clear goals. (Metropolitan Consortium, 1976: 76)

A number of problems were encountered by the cooperative project according to the Metropolitan Consortium report (1976: 40-49). Initially, there were delays in the hiring of staff and the operationalization of the project. A major obstacle to efficient action was the need to mesh the policies and procedures of the State University System and the State Community College System. As the project progressed, it also became evident that some confusion existed regarding the goals of the project. Some participants emphasized the fostering of competence-based

education, while others considered a major purpose to be the provision of qualified applicants to Metro U. Cooperation among the community colleges was another goal voiced by some participants. In practice, however, the colleges exhibited a concern for institutional autonomy and the staff of the Assessment Service Centers consequently tended to focus increasingly on its survival. Although the Presidents and Deans of Instruction in the colleges remained supportive of the CBE concept, which initially was presented to them by the charismatic President Sweet, most of their faculty showed little or no interest. Furthermore, some observers thought that the project's managers did not do a very good job of implementing Sweet's vision of collaboration. In the end, the most serious problem from Metro U's viewpoint proved to be the small number of CBE program graduates who entered the university. A delineation of this outcome is given in the Metropolitan Consortium report (1976: 77-78) as follows:

> Preliminary data indicate that students are proceeding through the program more slowly than originally expected, that the attrition rate for persons in the CBE program is relatively high, and that students completing the program often drop out of education for a while, rather than transferring immediately to Metro U or some other institution. Some CBE students expressed interest in completing their Baccalaureate Degree at institutions other than Metro U and some have actually transferred from the CBE program to conventional upper-division programs....
>
> Metro U admissions personnel estimate 40 to 50 students have transferred from the community college CBE programs to Metro U. It is fair to say that Metro U is disappointed with this aspect of the program, inasmuch as it expected a far larger number of transfers. The small number of transfers to Metro U is quite surprising because many students enter the CBE programs with a significant amount of transfer credit from other post-secondary institutions and need only to document a few prior competences to attain the equivalent of 90 quarter credits.
>
> Despite recent improvements, the transfer process between the community colleges' CBE programs and Metro U is still cumbersome. Early in the project students often enrolled in Metro U without completing the equivalent of 90 quarter credits in the lower-division CBE program. To correct that situation, Metro U now requires students to have completed the lower-division CBE program and to present either a final transcript from the community college or, if a final transcript is not available, a preliminary transcript with a letter... verifying that the student has completed the program and is simply waiting for a production of his or her transcript.

> Once enrolled at Metro U the student participates in a three-week mini-IEPC in which he or she develops an individualized upper-division degree plan and learns about Metro U policies and procedures. The Metro U instructor who teaches the IEPC has indicated that, in general, students transferring from the CBE program are well prepared to develop the upper-division degree plan. The CBE transfer students have generally been able to complete the mini-IEPC in the three-week period without too much difficulty; however, the lack of transcripts from the community colleges indicating precisely the competences and credits gained at the lower-division level has hindered Metro U's faculty from determining the adequacy of the students' upper-division program. As noted above, this situation is being remedied....

Although Metro U and the community colleges were able to devise adequate transfer procedures by the end of the consortium project in June 1976, Metro U remained concerned about the small number of transfers. In its 1975 Self-Study Report (p. 14), the university had stated that the community colleges were expected to "become a major source of students for Metro U in the future." On this assumption, the university had discontinued its "Admissions Workshop" for applicants with fewer than 90 college credits, as discussed in Section 5.3. The discontinuance of this workshop was a major gesture of good will towards the community colleges because the workshop probably took at least a few students away from the colleges. When the anticipated flow of community college graduates transferring to Metro U did not emerge, the university was forced to revive the Admissions Workshop, which later became the "Planning and Assessment Workshop" described in Section 5.3.

The executive officers of the community colleges continued to support competence-based education as an ideal, but lacked sufficient commitment in practice to maintain the joint Assessment Service Center. Moreover, the CBE programs in five of the colleges shrank to marginal status after the conclusion of the project. Only at Inver Hills and Lakewood Community Colleges has the CBE program continued at the scale of operation attained during the period of the FIPSE subsidy.

13.3 Narrative Transcripts and Acceptance of Metro U Graduates

The difficulty encountered by the Metropolitan Consortium in producing transcripts acceptable to Metro U is an example of the general problem encountered by competence-based education programs attempting to document the accomplishments of their students in a manner acceptable to employers and other educators. Participants in the competence-based education movement generally agree that the narrative transcript is the best form of documentation, but acknowledge that this form has its drawbacks. Calhoun et al. (1976: 30) elaborate as follows:

> The narrative form of transcription is still somewhat new to postsecondary education. The narrative transcript is particularly appropriate for competence-based programs because it tends to focus on the outcomes rather than the inputs of the learning process and enables the unique accomplishments of individual students to be communicated effectively. Although Metro U's experience and the experiences of its graduates with the narrative transcript have been positive, the adoption of a narrative transcript is not without problems. Among the problems...are difficulties in stating and measuring outcomes, high costs, organization difficulties in content and format, difficulties in training faculty to write meaningful evaluations, difficulties in adapting the transcript to computer systems, and resistance from external agencies which often want normative data on students and which find the narrative transcript cumbersome and time-consuming to review.

In order to determine to what extent Metro U's transcript is being accepted by Metro U faculty, graduates, employers, and deans of area graduate schools, the university undertook a comprehensive study in 1975-76. The study was designed to determine:

> (1) attitudes towards Metro U's transcript, (2) preferences for content and format of the transcript, (3) ways in which graduates use the transcript, (4) the problems encountered by graduates using the transcripts, and (5) acceptability of the narrative transcript to employers and graduate schools. The strategies used to obtain data in the study were a questionnaire survey of faculty and administrators, a survey of Metro U graduates, and a series of interviews with area employers and graduate school personnel.
>
> In general, Metro U faculty felt that the university should retain the narrative form of transcript instead of adopting a more conventional letter grade transcript. Faculty respondents also preferred detailed competence statements specifying the level and context of the competence over more general competence statements. Faculty felt that letter grades were not important to the narrative transcript.

Graduate school personnel who were interviewed reported that the narrative transcript caused some problems for them, but, in general, they were supportive of the narrative style of transcript and encouraged the university not to adopt a more conventional transcript form. Graduate school deans seemed to feel that the narrative transcript was appropriate, given the educational philosophy and format of Metropolitan State University. The graduate school deans expressed concern, however, that the narrative transcript did not provide a normative ranking of the student (grade-point average) upon which they may depend for selecting applicants for admission to graduate school.

Employers were very supportive of the narrative transcript. They found it to be more useful and informative than a conventional letter grade transcript. Many employers, perhaps as a result of the Griggs vs. Duke Power Company ruling, no longer required transcripts or degrees unless the grades and degrees could be demonstrated to be related directly to job performance. For example, the Minnesota State Department of Personnel no longer requires degrees for certain positions and, instead, requires criterion-referenced tests for hiring and promotion. Employers suggested that as much detail as possible about the student's competence be included on the transcript.

The survey of graduates indicated that overall reactions to their narrative transcripts, especially from employers, had been very favorable. Students expressed satisfaction with the narrative transcript and their degree from Metro U. Approximately 90 percent of the respondents indicated that they did not encounter any special problems relative to their employment because of their degree from Metro U. Over half (53 percent) said their employment circumstances improved as a direct result of their degree.

Approximately 30 percent of Metro U graduates surveyed had applied to a graduate school and of those who had received admissions decisions, 65 percent had been accepted. Metro U graduates whose applications had been rejected by a graduate school most often cited the lack of a grade-point average, low scores on standardized entrance examinations, and the lack of prerequisites as the reasons given by the graduate schools for their rejection. Two out of three Metro U graduates who had applied to graduate schools reported that they felt they had to meet special requirements because of their degree from Metro U or because of their narrative transcript. The special requirements imposed by graduate schools were: (1) standardized tests, such as the Graduate Record Examination or the Miller Analogies Test, (2) personal interviews with graduate school and department personnel, (3) letters of recommendation, and (4) provisional admissions status. (Calhoun et al., 1976: 31-32)

In April 1977, Metro U surveyed all 881 of its graduates to obtain an update on the results of the Calhoun study. Sixty-three percent of the graduates responded to the survey. Among the respondents, approximately one fourth had applied to graduate schools and 72% of those applicants had been accepted. The unpublished preliminary results of the survey go on to show that half of the

rejections came from the University of Minnesota, to which 28% of the Metro U graduates had applied. Of these applicants, only 36% were accepted, whereas the acceptance rate from other graduate schools throughout the nation was 86%. Many of the graduates who were rejected by the University of Minnesota were accepted by other schools, even by schools considered to be as good as Minnesota.

The Metro U faculty and administration have made extensive efforts to break down the resistance of the University of Minnesota to Metro U graduates. In addition to many discussions with faculty and administrators at Minnesota, Metro U has involved representatives from the larger institution in evaluations of Metro U's competence format and its narrative transcript. For example, Metro U asked chairpersons of appropriate Minnesota departments to judge the acceptability of each of 14 competences in the transcript of a typical Metro U graduate applying for admission to an advanced degree program. The chairpersons found 13 of the 14 competences acceptable and estimated that each competence was worth from three to five credit hours. Even when departments have accepted applicants, however, they sometimes have been rejected by the central office of Minnesota's Graduate School of Arts and Sciences. Although Minnesota continues to be difficult, Metro U is making progress as the larger institution becomes accustomed to the non-traditional approach at Metro U and as Metro U graduates who are admitted to Minnesota do well in graduate studies. In the long run, Metro U anticipates that the success of its graduates in advanced degree programs will win the complete acceptance of its education and narrative transcript.

According to self-reports in the April 1977 survey, most Metro U students in graduate schools are doing well. Approximately 86% of these graduates "felt that their preparation in the subject content of the graduate program was the same as or better than the preparation of traditional students." Moreover, 40% felt they were performing better than the traditional students and 35% were doing about the same, while 22% were uncertain and only 3% were not doing as well.

14.0 EVALUATIVE STUDIES OF METRO U

Throughout the development of Metro U, its faculty and administration have sought evaluative feedback from a diversity of people concerned with their experiment both inside and outside of the university. The administration has relied not only on participatory decision making vehicles such as the General Assembly and Councils described in Section 11.1, but also on many systematic surveys and studies such as the 1977 survey of Metro U graduates mentioned in the above section. In addition to dozens of demographic profiles and "mini-studies" of various groups in the Metro U community, the administration has carried out the following research and evaluation efforts listed in Appendix B of the Self-Study Report (1975) or undertaken since then:

- Major surveys of students in 2/74, 12/74, and 6/77 (e.g., the 1977 survey had 51 questions including ten with five or more sub-questions)
- Major surveys of graduates in 2/74, 12/74 and 4/77 (e.g., the 1977 survey had 34 questions including eight with five or more sub-questions)
- Major surveys of community faculty in 2/74 and 8/77 (e.g., 1977 survey had 29 questions including 10 with five or more sub-questions)
- Major survey of permanent faculty and administration in 1974
- Periodic short questionnaire surveys of students completing IEPC
- Evaluation of 272 Degree Plans in 3/75 and the 1976 evaluation of additional Degree Plans by the "Cooperative Assessment of Experiential Learning" (CAEL) project
- Analyses of student competences actually documented and learning strategies used in 1974 and 1977
- Study of reliability of evaluator judgements of competences by later double checking with other evaluators in 1975 and again in 1976 under the CAEL project
- Studies of narrative transcripts in 1975 and 1977
- Study of dropouts from Metro U in 1974
- Evaluation of Metro U's administrative structure by the 1974 Institute for Educational Management at Harvard University

- 1976 CAEL "survey to ascertain the characteristics and attitudes of external evaluators of prior competences" (Calhoun et al., 1976:25)

- 1976 CAEL survey of "Metro U faculty to determine attitudes toward the assessment process"

- 1976 CAEL "study of functions, activities, and attitudes of Assessment Office faculty"

- 1976 CAEL "study of graduates, employers, and graduate school deans toward the Metro U narrative transcript"

The results of some of these surveys and studies have been incorporated in three general documents, which also contain evaluations and recommendations. A chapter-length evaluation of the extent to which Metro U practiced its five Basic Tenets in 1973 is given by George Fischer in Urban Higher Education in the United States, a study for the Chancellor of the City University of New York. The CAEL surveys listed above were part of the monograph-length study, An Individualized Competence-Based Assessment Model, written by Calhoun et al. in 1976. Most comprehensive of the documents is the Self-Study Report (1975) prepared for the accreditation process of the North Central Association mentioned in Section 2.0. As described in the Self-Study Report itself (1975: 2), this document resulted from...

> the college's own self-study which was begun in March 1974, when President David E. Sweet appointed a college-wide Task Force on Accreditation. This Task Force included representatives from the major components of the college community. ...The President, with the concurrence of the college Governance Council, directed the Task Force to systematically and comprehensively analyze Metro U's objectives, functions, policies, procedures and operations. To accomplish this analysis, the Task Force established eleven subcommittees which also included members from all components of the college. These subcommittees focused on: the goals and objectives of the college; the history and administration of the college; the characteristics, experiences and outcomes of students at the college; assessment and advising; learning resources; college finance; college governance; the liberal arts in relation to the college; the faculty; the classified personnel; and external relations. The faculty necessarily and properly assumed major responsibility for the self-study. Inasmuch as the college has only ten permanent (full-time) faculty members, it was necessary for college administrators (many of whom hold faculty rank) also to play a major role in the self-study process.

The Self-Study Report resulting from the self-study process impressed the site evaluation team of the North Central Association. This team in turn wrote its own evaluation of Metro U (Davis et al., 1975) which for the most part confirmed the Self-Study Report. In regard to Metro U's evaluation processes, the site visit team wrote the following:

> While it is difficult to build any new institution from the ground up, here the problem was compounded by attempting to design and implement concepts that had never been tried throughout a whole institution before. Metro U has learned from its mistakes and failures, and changes have become an expected way of life. Remarkably, during this past year the College has undergone a self-study process which was its most comprehensive analysis since its beginning. The College has been included in every national study on non-traditional education and many visitors have assessed its progress and concepts. The self study was an exceptionally fine one, reflecting that the College had taken the process seriously. It provided good analysis, data, and recommendations, which clearly reflect candid assessment of weaknesses and, as a result, pinpoint many future priorities. (Davis et al., 1975: 36-37)

In addition to periodic surveys and studies, Metro U has instituted regular student evalutations of instructors. An "Instruction Improvement Questionnaire" is distributed to a sample of students at the end of each GLO and independent study. Students return these forms to the Office of Assessment, which then compiles summary feedback statements for the instructors. The three Academic Conferences (to be the four Academic Centers) can implement additional evaluation mechanisms if they so choose. For example, the Human Services Conference has been using a modified Instructor Improvement Questionnaire in the middle of each GLO or independent study in order to provide instructors with feedback they can use to improve their teaching immediately. Furthermore, the Human Services Conference makes phone calls to a random sample of students in order to obtain verbal reactions to instructors. Some student evaluations of community faculty are summarized in the Self-Study Report (1975: 71):

> Several evaluations of students' satisfaction with activities engaged in with community faculty have been obtained through student surveys. Ninety-seven percent of the students surveyed indicate that their studies have been "interesting" to "extremely interesting."

> Seventy-seven percent indicated that the quality of instruction had been "good" to "excellent." Seventy-nine percent rated the quality of their educational experiences, in comparison with other formal educational experiences, as "above average" to "superior." Similarly, of the graduates surveyed, 91% stated that the quality of instruction was good to excellent and 81% rated the educational experiences as above average to superior. By far, the tenor of the personal statements added by individual students and graduates is favorable toward the community faculty.

Similar positive findings are evident throughout the evaluations of Metro U since the major reorganizations associated with the introduction of IEPC. Most of the areas for needed improvements listed in the Self-Study Report (1975: 144-148) had been successfully addressed by the time of the June 1977 "Report to North Central Association...Concerning Follow Up to Self Study Recommendations." For example, the university has made recommended simplifications in the narrative transcript format and has significantly reduced the amount of paper work required of faculty and staff. The Advising Office was instituted, as well as training workshops for community faculty members. The remaining areas for needed improvements also have been attacked with various experiments and some gains are reported, although everyone is agreed that further improvements would be desireable, especially to increase the number of minority students in the student body. The overall impression is one of only minor problems plus a willingness on the part of the faculty and administration to keep experimenting and evaluating in order to improve the effective and efficient university they have already created. The graduates appear to support this assessment, as evidenced by the fact that over 80% of Metro U's 1000 graduates recently contributed an average of $25 per person to the university's first fundraising drive.

15.0 FUTURE PROSPECTS FOR THE METRO U EXPERIMENT

Despite the good evaluations of Metro U in the preceeding Section, the faculty and administration continue to experience external and internal pressures to become more like conventional postsecondary institutions. External pressures come primarily in the form of graduate schools asking for quantitative transcripts (see Section 13.3) and the State University System expecting conformity to its policies and procedures, especially the use of FTE enrollment as the criterion for allocating financial support (Section 12.0). Internally, students exhibit a tendency to rely increasingly on the already developed Group Learning Opportunities and faculty-designed independent studies (Section 7.0) rather than going to the trouble to define their own competence statements and design their own learning activities. Some faculty exacerbate this student tendency by emphasizing GLOs and faculty-designed independent studies when advising students or by arguing that the assessment of competences should emphasize academic quality more than practical applications.

The differences among Metro U faculty concerning the extent to which the university should emphasize academic quality appears to reflect differing perceptions of the meaning of a "Bachelor of Arts" degree. Some faculty feel that a BA should stress academic quality, as opposed to the applied stress of a "Bachelor of Science" degree. These faculty also are likely to make arguments similar to the one quoted in Warner (1974: 20): "as a liberal arts college with degree-granting powers, Metro U should have a more 'academic' faculty with a closer relationship to professional groups in each discipline." Moreover, these faculty tend to view negative reactions to Metro U by educators from conventional post-secondary institutions as reactions against what Metro U has done to BA education. To the contrary, other faculty perceive the negative reactions as reflections of discomfort with the non-traditional nature of Metro U's procedures and transcript rather than the content of the education itself. Most of the Metro U faculty and

administrators preferring more conventional approaches are recent recruits to the university who come from traditional academic backgrounds. Therefore, the more experienced faculty and staff at Metro U must continually be alert to the need to reconfirm the validity of the underlying principles upon which Metro U is built.

Basic Tenet I appears to be the most threatened principle. This Tenet deserves repeating:

> The university vests in each individual student responsibility for and authority over his or her education. The university vests in its officers and faculty responsibility for and authority over teaching and for determining whether or not a student has given adequate evidence that he or she has achieved his or her educational objectives.

As indicated in Section 3.0, this Tenet provides Metro U students "with the means to protect the experiment that has been carefully designed to meet their educational needs.... This tenet gives the individual student authority and responsibility to resist traditional forces, both from within and outside the institution, which would try to redirect the institution in ways that might make it less useful to students." The introduction of the conventionally-run IEPC (Section 5.4) proved effective as a means to make the development of Degree Plans efficient. On the other hand, the authority of students was preserved by giving them the unilateral authority to amend their Plans after passing the IEPC exam and obtaining approval of their draft Degree Plans. This authority included the right to add to or delete from 12-24 competences required for the draft Plan, as well as the right to amend a Plan so that it no longer contains competences in every one of the five areas required at the draft Plan stage.

However, some of the newer faculty and staff interviewed for this case history were unaware of these rights or only acknowledged them with reservation. According to several more established faculty and staff at Metro U, the faculty and staff who are unaware of (or dislike) the rights of the students do not make

students aware of the rights. Although students still can learn something about their responsibility and authority from the IEP text, they probably will not internalize the rights and responsibilities so effectively as they would with faculty reinforcement. The faculty supporters of student authority fear that the more faculty and staff talk as though students must have 12-24 competences in certain defined areas, the more students will be likely to become passive and stop practicing authority and responsibility. Early in Metro U's history, most of the faculty and staff viewed education as a cooperative venture in which adult students and faculty functioned as equals. Now the university may be drifting towards more formal and traditional relationships.

There are counter pressures as well, working to sustain the Metro U experiment. Scattered throughout the State Legislature, State University System, and business community are influential individuals who remain vocal supporters for the non-traditional aspects of Metro U. A few of these individuals are themselves graduates of the university. Moreover, most executive officers in the State University System acknowledge the System's need for an experimental component and view Metro U as that component. They also are aware that Metro U has been able to recruit two thirds of the high level black or women administrators in the seven university system; thus, an attack on Metro U might have adverse affirmative action results. The success of the competence-based education programs at Inver Hills and Lakewood Community Colleges (Section 13.2) is another good sign, for it demonstrates that Metro U's model can be adapted by other institutions.

The growing number of Metro U graduates are yet another positive force in the community as well as in the "meet and confer/discuss" approach to Metro U governance. The extent to which the graduates are committed to Metro U's approach to education was evident in their responses to the April 1977 survey (Section 13.3), in particular to the question whether they would apply to a Metro U Masters Degree Program if one were created. Only 15% indicated that they would not apply, while

another 21% were uncertain. Almost two thirds of the graduates (64%) checked that they would apply.

Within Metro U, there also is a significant new development. Several instructors are moving the debate regarding the meaning of a BA degree and an "educated person" into the IEPC classes. As an additional and still experimental element of the course, the instructors are requiring students to read and discuss books such as the Aims of Education by Alfred North Whitehead, Experience and Education by John Dewey, and The Pedogogy of the Oppressed by Paulo Freire. Questions concerning student responsibility and authority flow naturally during the ensuing discussions. Since the initial responses of the IEPC students and instructors to this philosophical addition have been very positive, key faculty members anticipate that the addition will become a standard feature of the required introductory course to Metro U.

Some of the students in the IEPC experiment were already committed to the vision which inspired the founders of Metro U. Other students have become committed during the philosophical discussions. This vision also inspires most of those people inside and outside of the university who continue to defend its non-traditional policies and procedures. Highly appropriate to career changers, the vision, which is summarized at the conclusion of the Self-Study Report (1975: 148), deserves recapitulation:

> At the heart of the vision is a belief that individual men and women have the capacity to assume responsibility for their lives and for their education. Metro U's commitment to developing graduates who are life-long, self-directed learners is a commitment to enabling human beings to transcend the limitations which seem to inhibit their full realization of that inherent capacity.

16.0 REFERENCES

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APPENDIX A: GLOSSORY OF METRO U TERMS

Advising Office -- coordinates all academic advising services for students, including assistance in implementing Degree Plans by encouraging and monitoring progress; advice on program content; referrals to available resources in implementing programs; providing ombudsman services; and career and personal counseling.

Assessment Office -- evaluates evidence of competence and assists students in determining which measurement techniques are most appropriate for particular competences; recruitment and training of Community Faculty members and other resource persons who do most of the evaluations; and assistance in implementing Degree Plans by providing expert evaluators in particular subjects in which students will require evaluations.

Catalyst -- official University publication sent to students and Community Faculty.

Community Faculty Biographical Sketch Notebook -- contains information, including the professional qualifications of each Community Faculty member; the kinds of learning activities they would like to engage in with students; and how each Community Faculty member can be contacted.

Competence -- what the student knows, or knows and can do, in a particular subject at a specified level.

Competence Areas -- five categories by which Metro U defines a liberal arts education, including: 1) basic learning and communication; 2) civic; 3) vocational; 4) recreational; and 5) personal growth and social awareness.

Conferences -- the major academic program areas within the University -- Arts and Sciences, Human Services, Business and Public Administration -- within which course offerings and other learning opportunities are categorized. Each member of the permanent faculty is a member of one of these conferences, whose primary responsibilities are to develop programs and courses in their respective areas in response to student interests and needs; and to recruit, train, and evaluate Community Faculty.

Consultant -- an expert in a particular subject, occupation or skill who serves the student as a resource person for planning purposes.

Degree Candidate -- a student admitted to Metro U to pursue a B.A. degree; a student who has demonstrated that she or he knows and can use the basic concepts and procedures of Metro U by completing the course in Individualized Educational Planning.

Degree Plan -- a narrative description of the student's educational accomplishments and plans leading to a B.A. degree. Contains an overview of one's life and educational goals as well as descriptions of present and future competences. The descriptions of competences include: 1) a statement of the competence; 2) a description of the process (strategy) by which the competence was acquired or is to be gained; 3) a description of the measurement techniques used to determine how much competence is possessed; and 4) the name and qualifications of expert evaluators.

Evidence -- a completed Learning Assessment Agreement (LAA) form provided in support of the student's claim to the possession of a specific competence; must conform to the standards of adequate evidence.

Group Learning Opportunities (GLOs) -- Metro U's terminology for courses or classes.

Independent Study -- 1) faculty-designed: prepared in advance by Metro U faculty and made available on an on-going basis; 2) student-designed: negotiated between the student and an expert who will supervise the work and assess the final product(s) of the study; meetings with the supervisor are only occasional; the work is done largely alone; 3) programmed learning and other forms of self-paced materials: allows the student to select among a broad range of instructional materials and work virtually independently; usually, a faculty member will supervise the learning unit to assist with problems or develop additional materials.

Individualized Educational Planning Course (IEPC) -- the course all degree-seeking students take upon entrance to the University, during which they prepare a Degree Plan and learn about Metro U concepts and procedures.

Internship -- an instructional mode which is a supervised practical learning experience in which students can, for academic purposes, engage in meaningful work activities for achievement of competences relative to their goals or broad fields of interest.

Learning Assessment Agreement (LAA) Form -- a form used to record the competence and to evaluate the outcomes of a learning activity (group learning, independent study and internship).

Learning Resources -- those people, materials, events, and activities which contribute to the learning process.

Learning Resources Office -- coordinates and develops academic programs; coordinates Community Faculty orientation, training, and development; provides instructional support services.

Measurement Techniques -- methods for determining how much competence is possessed, or for measuring the competences possessed.

MELSA -- Metropolitan Library Service Agency, which permits any resident of the seven-county metropolitan area to borrow materials from member libraries.

The MILL -- Metropolitan Information and Learning Library, an index of many community resources, which is located in Metro U's Minneapolis Learning Center.

MINITEX -- Minnesota Inter-Library Telecommunication Exchange, which permits the vast resources of the University of Minnesota Library and of other libraries to be shared through a unique teletype system.

Official Transcript -- a narrative description of the competences achieved and verified.

Plan Amendments -- the procedure degree candidates can use to modify the substance of a Degree Plan.

Standards of Adequate Evidence -- guidelines used to define what constitutes adequate evidence; in order for a competence to be entered on a student's transcript, adequate evidence of competence must be presented to the University.

Subject Area -- refers to the major content (theoretical and practical elements) of the competence.

Glossory taken from Community Faculty Handbook (1976: 67-68).

APPENDIX B: SAMPLE DRAFT DEGREE PLAN

DEGREE PLAN COVER SHEET

Number of Transfer Credits 90
Total Number of Competences in Degree Plan 24

Minerva Metropol
STUDENT NAME

(In the space below, write a statement which details your past educational experience, both formal and experiential, your present educational goals, and the relationship between your educational goals and the competences you plan to achieve as a student at Metro U)

I wish to develop a new career emphasis. For the past six years I have worked as the manager of a small family business concern. Although I have experienced success in the field of small business management and have attained a relative degree of financial security, I find my work limiting and restrictive intellectually. I need more of a challenge. I want to be more actively involved with people and public concerns. As a result of my life and work experiences, and because of the fact that I have been attending a community college at nights and weekends--learning many things that have led me to question my present status--I feel that I would like to make a career for myself in the field of personnel management as it relates to the public sector.

Although I have had a wide variety of important life-work experiences, I plan to include only four prior competences in my degree plan that relate directly to my educational goals. These prior competences revolve around my work as a community organizer, travel in the southern United States, and learning I have completed independently in the past few years.

Most of my degree plan will be composed of future competences in order to achieve my proposed career change. Each competence I have chosen will in some way relate to personnel management. I want to deal with the human factors inherent in any organization. Thus, in-depth study of the relationship of employees to production and productivity, recruiting, interviewing, maintaining human resources, ethical approaches to problem solving, and proper personnel procedures will become part of my plan. I also intend to develop learning in some new areas which I can turn to for relaxation and individual development in my leisure time.

My previous formal study at the community college is primarily vocational in its direction. My degree plan will include some competences which concentrate on the arts and sciences, an area in which I have little exposure.

Consultants used in designing Degree Plan Fancher Wolfe, Metro U faculty
John Knauff, Community faculty

Content Reviewer Charles Libera, Ph. D.

The attached plan has been found acceptable by:

_____ Date _____ IEPC Instructor

_____ Date _____ Final Reviewer

DEGREE PLAN TABLE OF CONTENTS

STUDENT Minerva Metropol

TRANSFER CREDITS 90

FOR OFFICE USE

DATE OF CANDIDACY __/__/__ ADVISOR

COMPETENCE AREA AND PAGE NUMBER	COMPETENCE TITLE (KEY WORDS/SUBJECT AREA	PRIOR LEARNING	FUTURE LEARNING	AMENDED	COMPLETE
CIVIC 1.	COMMUNITY ORGANIZING	X			
PER. DEV. 2.	RELIGIOUS FAITHS	X			
PER. DEV. 3.	LITERARY ANALYSIS	X			
RECREATIONAL 4.	APPALACHIAN FOLK MUSIC	X			
CBL 5.	IEPC	X			
CBL 6.	EXPOSITORY WRITING		X		
CBL 7.	PUBLIC SPEAKING		X		
CBL 8.	GROUP DYNAMICS		X		
CIVIC 9.	EQUAL EMPLOYMENT-CIVIL SERVICE		X		
CIVIC 10.	CONSUMER AFFAIRS		X		
VOCATIONAL 11.	PERSONNEL MANAGEMENT		X		
VOCATIONAL 12.	PERSONNEL SUPERIVSION-PUBLIC AGENCY		X		
VOCATIONAL 13.	PUBLIC PERSONNEL ADMINISTRATION		X		
VOCATIONAL 14.	PERSONNEL MANAGEMENT-RESEARCH DESIGN		X		
VOCATIONAL 15.	COLLECTIVE BARGAINING		X		
VOCATIONAL 16.	RECRUITING, INTERVIEWING, SELECTING		X		
VOCATIONAL 17.	M.B.O.		X		
VOCATIONAL 18.	HUMAN RELATIONS IN BUSINESS		X		
VOCATIONAL 19.	PRINCIPLES OF ECONOMICS		X		
VOCATIONAL 20.	HUMAN RESOURCE TRAINING AND DEVELOPMENT		X		
PER. DEV. 21.	BUCKMINISTER FULLER-PHILOSOPHY		X		
PER. DEV. 22.	SUCCESS ETHIC		X		
PER. DEV. 23.	SCOTS-IRISH IMMIGRANTS		X		
RECREATIONAL 24.	BEGINNING FRENCH 128		X		
25.					

PRIOR COMPETENCE page 1

COMPETENCE AREA CIVIC

Competence Statement: Knows the concepts and methods of community organizing well enough to bring about the establishment of a new community children's agency.

-Describe the specific theoretical components of this subject area:
familiarity with community organizational models
knowledge of strengths and limitations of citizen's social action movements
understanding of political problems and realities in urban setting

Achieved By: x Life/Work Experiences ___Class/Group Learning Opportunity ___Internship
___Independent Study ___Other Institution Course
Dates of learning 1973-1975

Process Description
Organized a community volunteer group devoted to establishing a children's recreation and art center. Worked with a number of professional consultants to establish legal and administrative aspects of establishing such an agency. Read and held extensive interviews with experts concerning the problems of community organizing and working with local government. Held meetings, organized research, presented written proposal to city council, raised working funds.

Measurement Techniques: x Oral Interview ___Objective Test ___Simulation Exercise
___Performance Test x Situational Observation
x Product Evaluation ___Essay Exam

Description (if necessary)
Oral interview on general concepts and methods of community organizing; situational observation of actual organization duties (second evaluator); product evaluation of the reports and publicity for project, and center itself as now functioning.

Name and Qualifications of Evaluator(s):

1. Primary Evaluator (Metro U Community Faculty Member):

   Carol Ryan, M.A. Iowa State University

2. Second Evaluator:

   Robert V. Browning, Attorney, St. Paul, Minnesota
   Advisor to several community groups and lobbyist in legislature
   Member of Governor's Council on Children's agencies.

COMPETENCE AREA VOCATIONAL

Competence Statement: Knows the principles and practices of personnel management well enough to effectively resolve an absenteeism and turnover problem at a supermarket.

Achieved by: X Life/Work Experiences ___Class/Group Learning Opportunity ___Internship
X Independent Study ___Other Institution Course

Process Description: Personnel manager functions at Easy-Way Supermarket, 1968-present; readings and coursework in management and psychology; completion of programmed learning in statistics; reading on survey research and questionnaire design. Design of questionnaire for job applicants to match potential employees with job expectations.

Measurement Techniques: x Oral Interview ___Objective Test ___Simulation Exercise
___Performance Test ___Situational Observation
x Product Evaluation ___Essay Exam

Description (if necessary): Interview on theory and practical applications involved in competence; product evaluation of questionnaire design.

Name and Qualification of Evaluator(s):

Metro U community faculty member

APPENDIX C: SAMPLE LEARNING-ASSESSMENT AGREEMENT

Metro State – PT-1 – 1/29/76 – 2766
(1/76)

METROPOLITAN STATE UNIVERSITY (612) 296-3875
121 Metro Square Building, 7th & Robert, St. Paul, Minnesota 55101

LEARNING-ASSESSMENT AGREEMENT

Date _____ LAA Number _____ Advisor Elizabeth Shippee

INSTRUCTIONS TO STUDENT: Please complete your name, address, phone, and name of advisor, if assigned. Complete Part 1.
INSTRUCTIONS TO EVALUATOR: Please complete your name, address, and phone. Read Part 1 and refer to "Guidelines" for completing Part 2. Please type or print clearly. Secure student's signature. Sign and return this completed form (retain blue copy) to Metro U Business Office, Resource Records. Thank you.

STUDENT Minerva Metropol (name) 1207 Third Street, St. Paul, Minnesota 55101 (address, city, state, zip) 739-1000 (phone)

EVALUATOR Vera Bloom (name) (address) (city, state, zip) (phone)

STUDENT ACKNOWLEDGMENT:		EVALUATOR CERTIFICATION:		METRO U ASSESSMENT OFFICE:	
Minerva Metropol	September 1972	Vera Bloom	9/72	[illegible]	[illegible]
signature	date	signature	date	signature	date

1 COMPETENCE: Knows and can apply basic principles and procedures of still photography to produce work at a level to rank in top 30% of that submitted in the Twin Cities Amateur Photography Contest.

ACHIEVED BY: ☒ LIFE/WORK EXPERIENCES ☐ CLASS/GROUP LEARNING OPPORTUNITY ☐ INTERNSHIP ☒ INDEPENDENT STUDY ☐ OTHER INSTITUTION COURSE **DATES:** September 1972
PROCESS DESCRIPTION: Choosing necessary equipment and receiving basic instructions in equipment use from a professional photographer; taking black and white and color pictures over ten-year period using different lenses; student reported reading books and numerous periodicals on amateur photography.

2 PROCESS VERIFICATION: CAN YOU, THE EVALUATOR, VERIFY COMPLETE ACCURACY OF THE PROCESS DESCRIPTION IN PART 1 (ABOVE) ☒ YES ☐ NO IF NO, PLEASE UNDERLINE PARTS YOU CAN VERIFY.

MEASUREMENT TECHNIQUES: ☒ ORAL INTERVIEW ☐ OBJECTIVE TEST ☐ SIMULATION EXERCISE ☐ PERFORMANCE TEST ☐ SITUATIONAL OBSERVATION ☒ PRODUCT EVALUATION ☐ ESSAY TEST
DESCRIPTION: Review of photographs taken by student; oral interview covering readings and description of methods used by student.

NAME AND QUALIFICATIONS OF EVALUATOR: Vera Bloom, free-lance photographer who was a former staff photographer for the Minneapolis Tribune.

EVALUATION:

- Has a basic understanding of principles, procedures, and equipment used equivalent to the top 30% of work submitted in the Twin Cities Annual Photography Contest.
- Student was able to discuss intelligently options in the selection of equipment, positioning, etc.
- Technical and artistic understanding at an advanced amateur level.

APPENDIX D: SAMPLE METRO U TRANSCRIPT

Metropolitan State University is an upper-division institution, offering the B.A. degree, and is fully accredited by the North Central Association of Colleges and Secondary Schools. To be admitted, students must: possess an Associate Degree; or complete the equivalent of 90 quarter or 60 semester hours of post-secondary work; or possess learning equivalent to two years of college gained through courses, self-education, on-the-job training, work experience, etc. Under the guidance of the faculty, each Metro U student is charged with the responsibility of designing his/her own degree program based on the verification of competences.

As used at Metro U, the term "competence" means what a student knows or knows and can do in a particular subject area. To be competent in a subject area also means that one has both theoretical and practical understanding of that subject area. A student proves that he/she possesses competence by providing adequate evidence in accordance with procedures and standards set by the University.

This Official Transcript was written under the supervision of the Office of Assessment and may contain the following sections:

I. Credits Transferred from Post-secondary Institutions

II. Summary of Transcripted Competences

Within this section, competence statements may be distributed among five competence areas:

A. Communication and Basic Learning
B. Civic
C. Vocational
D. Recreational
E. Personal Development and Social Awareness

Students may choose not to seek verification of competence in one or more of these areas.

III. Reproduction of the Competence Evaluation Forms

These are keyed to the listing of competence statements in section II.

Official Transcript
Metropolitan State University
121 Metro Square Building
St. Paul, Minnesota 55101

Name John J. Johnson, Jr.

Social Security Number 444-44-4444

Date of Entrance January 17, 1973

Date of Degree May 28, 1976

Degree Bachelor of Arts

1. Credits Transferred from Post-secondary Institutions

Institution	Dates Attended	Credit Transferred
College of St. Thomas	Sept. 1969 - May 1971	90 quarter credits
University of Minnesota	Sept. 1971 - May 1972	45 quarter credits

II. Summary of Transcripted Competences

1. Knows concepts of, and approaches to, competence-based, community-based, student-designed higher education and can use these well enough to evaluate options and design an educational program appropriate to personal educational goals.

2. Knows principles and methods of literary analysis in relation to modern American literature and can apply this knowledge in writing analytical essays on the works of Hemmingway, Faulkner, Steinbeck, and Henry James.

3. Knows anthropological methods and theory in relation to the Malagasy culture and can apply this knowledge in writing an article published in a professional journal of anthropology.

4. Knows the theories of abnormal personality development and therapeutic approaches commonly used in dealing with deviant behavior at a level equivalent to that normally achieved by third-year undergraduate students in psychology.

5. Knows theories and research techniques of literary history in relation to poetry and can apply this knowledge in writing critical analyses of the development of T.S. Eliot's poetry.

6. Knows the principles and methods for preparing, presenting and administering federal grants and can apply this knowledge in non-profit organizations at a professional level.

7. Knows and can apply the principles and techniques of management and finance well enough to develop a departmental budget for a school district.

8. Knows and can use theories, principles and procedures of comprehensive urban planning well enough to be employed as a professional urban planner.

9. Knows and can apply the legal and behavioral approaches to private sector collective bargaining, including labor law and contract administration, well enough to do actual union bargaining.

10. Knows principles and techniques of behavior modification and can apply techniques in an elementary school classroom well enough to be employed as a school aide.

11. Knows and can apply principles and techniques of administering emergency medical treatment at a chemical dependency treatment facility at a level equivalent to a beginning counselor.

12. Knows the historical development and current status of anti-trust law in relation to price fixing, monopolization and mergers and can apply this knowledge at the level of a middle manager in a large company.

13. Knows theories and techniques of dream interpretation on an amateur level.

14. Knows horticultural principles and techniques relating to organic gardening and can apply them in the creation of my own amateur garden.

15. Knows the basic principles and procedures of still black and white photography and can produce work at a level to rank in the top 30% of that submitted in the Twin Cities Amateur Photography Contest.

COMPETENCE: Knows concepts of, and approaches to, competence-based, community-based, student-designed higher education and can use these well enough to evaluate options and design an educational program appropriate to personal educational goals.

ACHIEVED BY: ☐ LIFE/WORK EXPERIENCES ☒ CLASS/GROUP LEARNING OPPORTUNITY ☐ INTERNSHIP ☐ INDEPENDENT STUDY ☐ OTHER INSTITUTION COURSE DATES:
PROCESS DESCRIPTION: Metro U course, Individualized Educational Planning; reading materials published by the university; attending appropriate group meetings; having individual conferences with instructor; utilizing appropriate university and community resources; developing a Degree Plan composed of competence objectives, learning strategies, measurement techniques, and qualifications of evaluators.

PROCESS VERIFICATION: CAN YOU, THE EVALUATOR, VERIFY COMPLETE ACCURACY OF THE PROCESS DESCRIPTION IN PART 1 (ABOVE) ☒ YES ☐ NO IF NO, PLEASE UNDERLINE PARTS YOU CAN VERIFY.

MEASUREMENT TECHNIQUES: ☐ ORAL INTERVIEW ☒ OBJECTIVE TEST ☐ SIMULATION EXERCISE ☐ PERFORMANCE TEST ☐ SITUATIONAL OBSERVATION ☐ PRODUCT EVALUATION ☐ ESSAY TEST
DESCRIPTION: Objective final examination; review of Degree Plan written by student.

NAME AND QUALIFICATIONS OF EVALUATOR: Metro U permanent/community faculty member and IEPC instructor.

EVALUATION:
-The student achieved a score of 92 % on the final examination (passing score 70%).
-The quality of the Degree Plan indicates that the student understands the following:
1) basic educational tenets, policies and procedures of Metro U;
2) definition of competence;
3) standards of adequate evidence;
4) learning resources available in the community;
and that he/she is competent to assume responsibility for and authority over his/her education.

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3. Private Colleges Counseling Services
4. State Universities, Community Colleges, Voc-Tech Schools Counseling Services
5. Community Agencies Counseling Services
6. Governmental Agencies Counseling Services: City, County, State, Federal
7. Information Centers
8. Community Faculty + External Resource People
9. Related Courses at Metropolitan State University and Other Institutions (Sense of Identity; Assertiveness, etc.) Workshops and Other Seminars
10. Bibliography, including audio-visual materials
11. Career Information Series + Employment Projections
12. Criteria for Specific Vocations
13. Tests: Aptitude, Interest, Intelligence
14. Resumé Writing, Interviewing Techniques
15. Sample Job Openings
16. Internships
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